Treasure Island: Supporting your career journey - information, resources and networks
Policy & Public Affairs supporting your journey round Treasure Island

Peter Just, public affairs adviser

@RCSLTPolicy
Treasure Island: what’s there & what’s happening
Why #GeneralElection19 matters to you
Effective workforce planning aims to ensure a workforce of the right size, with the right skills, organised in the right way, delivering services to provide the best possible care for patients and clients within available resources.

The Regional HSC Workforce Planning Framework contains the agreed six step methodology for carrying out workforce planning within Northern Ireland’s health and social care system.

Regional HSC Workforce Planning Framework

A Workforce Plan for Nursing and Midwifery in Northern Ireland 2015-2025

Domiciliary Care Workforce Review Northern Ireland 2016-2021

Related articles
- Physician Associate (PA) Workshop
- Workforce development - education, skills and careers
- Workforce development professional regulation
- Workforce planning
- Working Longer in Health and Social Care (HSC)

https://www.rcslt.org/policy/northern-ireland
Policy treasure where you are: @RCSLNTNI

Mental Capacity Act
(Northern Ireland) 2016

CHAPTER 18

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New SEN Framework

Topics: Support and development, Special educational needs

There are four elements to the new framework:

1. Primary Legislation - Special Educational Needs and Disability Act (Northern Ireland) 2016
2. Secondary Legislation - New SEN Regulations
3. Guidance - a new statutory Code of Practice
4. SEN capacity building (training) on the new SEN framework

1. Special Educational Needs and Disability Act (Northern Ireland) 2016 (SEND Act)

The SEND Act is the first building block in the new SEN Framework, and it received Royal Assent in March 2016. The Act places new duties on Boards of Governors, the Education Authority (EA) and health and social services authorities, and provides new rights for parents and children over compulsory school age.

The EA will be required to publish an annual plan of its arrangements for

On this page
- 1. Special Educational Needs and Disability Act (Northern Ireland) 2016 (SEND Act)
- 2. New SEN Regulations
- 3. New SEN Code of Practice
- 4. SEN Capacity Building (training) on the new SEN framework

Related articles
- Recording children with special educational needs
- Reports and publications
- Resource to support children with special educational needs
- SEN guidance for parents
- Special educational needs: code of practice
- Special educational needs: legislation

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A Healthier Wales: our Plan for Health and Social Care

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Written Statement: Launch of Early Childhood Education and Care (ECEC) approach

Mark Drakeford, First Minister of Wales

Wales will today embark on an exciting journey to create a single, high-quality, child-centred approach to early childhood education and care. We will reform the provision of early years care to ensure children get the best possible start in life.

Childhood experiences play a significant role in shaping our futures and are critical to the chances of leading a healthy, prosperous and fulfilling life. Sadly, by the age of three, children from disadvantaged backgrounds can be as much as a year behind their peers. This attainment gap widens by the time children enter school – it increases steadily over time and the impacts will last a lifetime.

https://www.rcslt.org/policy/wales
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Health and Care (Staffing) (Scotland) Act 2019

https://www.rcslt.org/policy/scotland
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Guidance on the Provision of Communication Equipment and Support in using that Equipment

Our Vision, Principles and Definitions of Communication Equipment and Support

https://www.rcslt.org/policy/scotland
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Interim NHS People Plan

https://www.rcslt.org/policy/england
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https://www.rcslt.org/policy/england
Getting yourself round Treasure Island: your Giving Voice journey
@GivingVoiceUK: some of our greatest treasure

City Uni SLT Society @CitySLT_ · Oct 29
We start off World Stroke Day with Paul’s story #worldstrokeday2019
@Aphasiaconnect1 @TheStrokeAssoc @TAPadvocacy @BasAphasia @RCSLT
@GivingVoiceUK @CityLCS @CityUniLondon @CityUniHealth

GivingVoiceNewcastle @GivingVoiceNCL · Nov 20
Today @SLTSocietyNCL committee member @mandley_harriet organised a dementia friends session. These encourage people to make a positive difference to those living with dementia in their community but also invaluable to #SLT2b who go into this field @GivingVoiceUK @DementiaFriends

Strath Speechies @strathspeechies · Oct 28
We’ve been working on a new video project for a few weeks now and it’s finally ready to be shared! The #strathspeechies take on @LewisCapaldi’s Someone You Loved in Makaton! #slttobe #WeTalkMakaton

Someone You Loved - Makaton
Twitter @StrathSpeechies Instagram @StrathSpeechies
Email speechtherapistsatstrathclyde@gmail.com
youtube.com
Why Giving Voice matters to you: your past & present influencing your future.
# Treasure chest contents

<table>
<thead>
<tr>
<th>Skills</th>
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<tr>
<td>- Analytical/Judgmental</td>
<td>Negotiation and Problem solving Skills</td>
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<td></td>
<td>Demonstrates good analytical and reflection skills</td>
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<td>Well developed concentration skills</td>
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<td>Good auditory discrimination skills and ability to transcribe speech phonetically</td>
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<td>Knowledge of assessment tools relevant to the client group</td>
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<tr>
<td>- Planning &amp; Organising</td>
<td>Prioritisation skills</td>
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<td>Good organisational skills</td>
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<td>Knowledge of a range of appropriate therapeutic interventions (relevant to the client group)</td>
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<td>Awareness of standards of record keeping</td>
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<td>Knowledge of national policies and procedures (relevant to the client group)</td>
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<td>Awareness of the principles of clinical governance /audit</td>
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<tr>
<td>- Information resources</td>
<td>Good presentation skills, both written and verbal</td>
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- Experience of training other professionals

- Awareness of the current political changes and pressures affecting the NHS
Thank you!

info@rcslt.org

UK & England - @RCSLTPolicy @GivingVoiceUK
Scotland - @rcsltscot
Wales - @RCSLTWales
Northern Ireland - @RCSLTONI
Resources to support you throughout your career

Judith Broll
RCSLT Director of Professional Development

Katie Chadd
RCSLT Research Officer

@RCSLTResearch
As a student...

**Going on placement**

*Whilst on placement, you have to keep track of your learning and evidence it, so that you, your tutors and your supervisors can monitor your progress. You will also need to do this kind of record-keeping throughout your career so it is helpful to get in the habit whilst you are training.*

**Useful Resources**

- Information for students
- Core Capabilities and Graduate capabilities in RCSLT Curriculum Guidance
- CPD Diary – use to record your CPD
- CPD diary guidance
- RCSLT placement guidance including roles and responsibilities
- RCSLT guidance to support members in meeting the HCPC standards
- Clinical information
As a student...

Doing your coursework

When doing coursework, developing therapy plans and especially completing dissertations, you will have to consider a range of information and show that you can use it to support your thinking and rationale, and be taking an evidence-based approach to practice (more on this later!). As a practicing therapist, you will constantly be doing this to support clinical-decision making.

Useful Resources

• Research resources- Journals library, research networks
• Clinical information – evidence and research pages
• Easy EBP webinar
• Research under the spotlight eLearning
• Clinical Excellence Networks and RCSLT Advisers
As a student...

Preparing for a job interview – Part 1

Before going to interview you will want to have sound knowledge of what the role entails - from a specific clinical context but also more broadly, including national and local policy issues. Throughout your career, things will change, so knowing where to find up-to-date information is important.

Useful Resources

- Relevant national policies and frameworks (including RCSLT briefings and statements)
- Clinical information
- Factsheets
- Raising awareness guidance
- Giving Voice
- Professional networks – RCSLT Hubs, Clinical Excellence Networks (CENs)
- RCSLT Webinars
As a student...

Preparing for a job interview – Part 2

It is helpful to also have an understanding of your own professional development as student and a newly qualified practitioner, as well as what to expect from supervision during placement and your future career. Demonstrating your potential and commitment to continued professional development is attractive in interview.

Useful Resources

- NQP pages
- Supervision & supervision for NQPs
- CPD & CPD diary
- Video interviews with SLTs
- RCSLT guidance to support members in meeting the HCPC standards
As an NQP...

Your first job- Part 1

It’s important to understand what is expected of you working as a NQP, but also what you can expect in terms of supervision and support. Knowing what your own training and supervision needs are will be an important part of your professional development and especially in the first few years of practice. You will also need to keep track of your learning as you sign off your NQP competencies.

Useful Resources

- NQP pages
- Supervision, supervision for NQPs
- CPD & CPD diary (use diary to complete NQP framework)
- CPD diary guidance
- HCPC CPD audit webinar recording
As an NQP...

Your first job- Part 2

It’s likely you will come across new clinical conditions or ways of working in your new job. At the same time, you will be developing your competencies and skills in a broader sense. For example, raising awareness and influencing. Having a one-stop shop for relevant guidance on professional, policy and clinical issues is an easy way to keep up to date.

Useful Resources

- RCSLT guidance to support members in meeting the HCPC standards
- Clinical information
- Professional networks – RCSLT Hubs, Clinical Excellence Networks (CENs), RCSLT Advisers
- Policy pages
- Local Influencing guidance
- Raising awareness/Giving Voice
As a fully qualified SLT...

Throughout your career- Part 1

Learning doesn’t stop once you’ve fully qualified as a SLT. You need to keep your knowledge and skills up to date and your career may go in a number of different directions: you may take breaks from practice, work overseas, work independently, go in to lecturing or work in consultant roles... the possibilities are endless. Having support for your continued professional development in all aspects will be important.

Useful Resources

- Lifelong Learning
- CPD Guidelines
- Lifelong learning and using goals throughout your professional life
- Core capabilities
- CPD & CPD diary
- CPD diary guidance
- HCPC CPD audit webinar recording
As a fully qualified SLT...

Throughout your career- Part 2

Obviously, you will need to keep your clinical and research knowledge up to date, but you also may want to develop managerial, service development and leadership skills. Our profession is constantly evolving, as is our understanding of the best ways of working. Therapy approaches, services and systems will change and you will be the ones implementing it.

Useful Resources

- Planning and improving your service
- Leadership mentors
- Local Influencing guidance
- RCSLT guidance to support members in meeting the HCPC standards
- Clinical information
- Professional networks – RCSLT Hubs, Clinical Excellence Networks (CENs), RCSLT Advisers
- Policy pages
- Raising awareness guidance
- Giving Voice
SPOTLIGHT:

RCSLT resources to support evidence-based practice (EBP) and research
EBP and research

Essential at every stage…

Student therapist

Newly qualified therapist

Fully qualified therapist

Therapist engaging in CPD
What is EBP?

The model of EBP we support incorporates the original principles of EBP (Sackett, 2006) and the more recent reframing of this which puts service users at the heart of clinical decision making (Greenhalgh, 2014).

**Plus:**
- Ethical care as a top priority
- Individualised, accessible evidence
- Expert judgement, not rule following
- Shared decision-making
- Building clinician-parent relationship
- Applies to individual patients and service level delivery of care
RCSLT resources to support EBP

An introduction to evidence-based practice

Evidence-based practice (EBP) is the integration of best available evidence, clinical expertise and service-user preferences and values. All three elements are critical to the process of evidence-based clinical decision making.

Clinical expertise

This refers to clinical knowledge, skills, experience and education. Clinical expertise is always evolving through day-to-day practice and the process of EBP. Furthermore, professional consensus statements and position statements can be sources of published clinical expertise and expert opinion.

Service-user preferences & values

This is the viewpoint of the service-user and their caregivers. A clinician should consider the service-user's preferences, environment, culture and values regarding health and wellbeing. Published research studies, guidelines and reviews can also provide evidence of clients' perspectives, in addition to those of the clients you are directly working with.

Model of evidence-based practice (EBP)

The RCSLT propose that speech and language therapists take an evidence-based approach to practice. The model of EBP we support incorporates the original principles of EBP (Sackett, 2000) and the more recent refocusing which puts service users at the heart of clinical decision-making (Greenhalgh, 2014).

- Ethical care as top priority
- Individually, accessible evidence
- Expert judgement, not rule following
- Shared decision-making
- Building clinician–patient relationship
- Applies to individual patients and service level delivery of care

Find out more: www.rcslt.org/members/research/evidence-based-practice
info@rcslt.org
RCSLT Resources to support EBP

Research under the spotlight

Research Under the Spotlight

An introduction to navigating and understanding a research paper
RCSLT Resources to support EBP

Clinical support and networks

How do I access a Clinical Adviser?

Send us a brief outline of the type of advice you are seeking and we will link you up with the most appropriate adviser and pass on your enquiry.

Access RCSLT advisers

Welcome to the webinar:
Developmental Language Disorder: What do the changes mean for your service delivery?

Wednesday, 17th January 2018

#DevLangDis
#RCSLTwebinar

Welcome to the webinar:
Supporting speech, language and communication needs in the justice system

Monday, 17th September 2018

#RCSLTwebinar
#RCSLTJusticeBox
RCSLT Resources to support EBP

EBP Model

- External scientific evidence
- Clinical expertise/opinion
- Service user/caregiver perspective

Collaborative working Guidance

Key points
- The HCPC requires that all speech and language therapists work in partnership with colleagues, both within and outside the profession, in the best interest of service-users.

Enabling service users Guidance

Key points
- Collaborative working is key to how SLTs work across all sectors.
- The expected outcome of enabling is an increase in autonomy and independence.

Supported decision-making and mental capacity Guidance

Key points
- Within the UK, different legal frameworks describe in what circumstances a mental capacity assessment should take place and how this should be done.
- The legal frameworks also promote supported decision making, advanced care planning and best interests decisions.
- When an assessment concludes capacity to make a decision, the decision should be made in line with the person's previous expressed wishes if possible.
- People with speech, language, and/or swallowing difficulties may need support to communicate their wishes, preferences, and feelings about decision options.
- Determining decision-making capacity.
RCSLT resources to support research

Roadtrip to Fellowship

RCSLT Top 10 research priorities for DLD

Getting Started in your Clinical Academic Career

Emma Freeman
Speech and Language Therapist at Livewell Southwest and Masters in Clinical Research student at Plymouth University

I started on the Clinical Academic pathway when a colleague gave me a leaflet on the Clinical Research Masters programme at Plymouth University. I dismissed the idea, believing that postgraduate study was not for clinicians like me. I didn’t view myself as an academic. In the weeks that followed I thought about the clinical uncertainties I encountered working on a Neurological Rehabilitation Unit. I often considered the efficacy of our discharge planning: if we met the needs of our patients and promoted reintegration after a prolonged period of hospitalisation. This programme could give me the opportunity to explore this uncertainty and have a positive impact on service delivery for future patients.

Case studies series: Practice-based projects
Supporting your career journey

*RCSLT Professional Networks*

Rachel Purkett

Director of Engagement and Communications

@rpurkett

@RCSLTHubs
Community

• /kəˈmjuːnɪti/
• the condition of sharing or having certain attitudes and interests in common
Social communities
Hunting treasure: RCSLT Social Media

@RCSLT
@RCSLTLearn
@RCSLTLearn
@RCSLTPolicy
@RCSLT_Bulletin
@RCSLTScot
@RCSLTWales
@RCSLTNI
@GivingVoiceUK
@RCSLTHubs

Webinars
My Journey
Patient stories
Leadership
Lectures

@RCSLT
RCSLTOfficial
RCSLTPolicy
What makes a professional community different?

- Your access to the profession
- Advice and professional help
- Find people interested in the same things as you are in both a professional and personal context
- Helps to spread best practice
- Helps to build resilience
Finding treasure:  
What’s out there for me now?

- Hubs – geographical networks of SLTs
- CENs – clinical or interest-based networks of SLTs
- Research champions – SLTs interested in research
- Learning champions – SLTs with great connections to CPD
- Giving Voice – SLTs with an interest in influencing
Finding treasure:
What’s out there for me in the future?

- RCSLT General advice
- RCSLT Membership enquiries
- Clinical Advice – access to RCSLT Advisers for research and EBP
- Clinical academic career mentors
- Leadership mentors
- CEN/Hub steering groups

info@rcslt.org
How will that help me find a job or start my first role?

• When you’re looking for job adverts, who do you ask?
• If you come across a role in an area you haven’t worked before, who could you ask for information on what the day might look like?
• If you’re thinking of moving for your first role, who could give you advice about your new location?
• What are your professional goals? What networks are available to help you achieve them?