Yorkshire and the Humber Hub Day

5 June 2019
Career routes and workforce planning

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Policy Adviser
SLT workforce: RCSLT objectives

• Become an intelligence resource regarding workforce trends
• Pre-registration and post registration training is responsive to changing environment, including development of an SLT apprenticeship
• Support members throughout their careers to develop their leadership, knowledge, evidence based practice and skills
• Profession able to see a visible career path
• Raise the profile of the profession in order to attract more SLT students
The SLT journey: careers, recruitment and retention

• Key points in the journey:
  – Students
  – Apprenticeships
  – Recruitment
  – Post registration education and training (CPD, ACP, consultant, researchers, academia)
Student landscape: admissions

• Admissions rose steadily to 870 in 2016/17 ahead of bursary removal in England.
• Masters admissions rose from 33% to 36% of the total from 2014/15 to 2016/17.
• 2017/18 student admissions reduced only very slightly against a backdrop of a 30% reduction in applications since 2016. We have no formal data for 18/19 yet; but
  – Mixed picture
  – Majority of universities now enter clearing – unusual pre funding changes
  – Some suggestion of reduced entry grades
  – Masters holding up in 2017/18 despite very late confirmation of loan funding being available
• New integrated masters now available (4 years)
Student landscape: wider picture

- Qualifiers – around 720 in 2017/18, but undergraduate trend is downwards and post-graduate trend slightly up.
- Large regional variations in how many SLT students have SLT jobs 6 months after
- Impact of future funding/cap changes in all nations and HE review in England:
  - Augar review out - £7.5k cap?
  - Apprenticeships?
- RCSLT has received approaches from three universities about the possibility of setting up a new SLT course
- New NHS interim workforce plan proposes actions to increasing applications to undergraduate AHP education and expand clinical placement capacity.

SLT student diversity statistics

- 5% male 2017/18 compared to 3% among qualified SLTs
- 13% from ethnic minorities compared to 23% in the general student population.
- 6% SLT students under 21 doing a first degree are from the most disadvantaged neighbourhoods compared to 11.3% in the general student population
- 16% of UK SLT students have declared a disability.
Refreshing the RCSLT approach on careers and diversity

• In December the Board of Trustees agreed activity to raise the profile of the profession and to seek to improve diversity.
• RCSLT workshop on 26th June to generate engagement and ideas.
• In the meantime we are looking for Hub and HEI help in setting up a schools outreach projects Hub wide. Get in touch with berenice.napier@rcslt.org if you can help in your area.
• New external facing webpages in development
• New toolkit for schools careers events on the website – to be developedfurther https://www.rcslt.org/members/speech-and-language-therapy#section-9
SLT Apprenticeship: RCSLT position

• Must align with RCSLT new curriculum guidance
• Must align with HCPC standards
• 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.
Apprenticeship timetable

- Standard now approved.
- EPA approved subject to minor revision – formal approval soon.
- Universities/employers start development of programmes
- First apprenticeships advertised early 2020??
- HCPC and RCSLT approval of programmes.
- Implementation work/development of guidance.
- First apprenticeships start Autumn 2021?
SLT apprenticeship what next?

Support for apprentices

- FAQs – on website https://www.rcslt.org/policy/england#section-6

Support for employers/ HEIs

- New contractual relationships/ need for collaboration to ensure sufficient apprentice numbers and variety in placements.
- Local HEE leads now in place – will be co-ordinating AHP employer demand.

RCSLT guidance

- Will be guidance around RCSLT expectations of what a quality apprenticeship looks like.
### General comments

Rural communities difficulty in recruiting./ Fixed term posts unattractive.
Maternity leave difficult to cover at all./ Poor perception of NHS jobs.
Use of bank SLT adverts to recruit staff to the service has also been successful.
Challenge to recruit to Welsh Language posts./ SLTs drawn to independent sector for more job satisfaction/ flexibility.

Increasing numbers children with EHCP plans causing unmanageable caseloads (England)

<table>
<thead>
<tr>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
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<tbody>
<tr>
<td>Recruitment OK, but high turnover and attrition, often people return to their home area when they can.</td>
<td>Recruitment very problematic – “growing our own”</td>
<td>Recruitment an issue with few applicants with enough experience.</td>
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<tr>
<td>Lack of dysphagia training an issue.</td>
<td>Recruiting to dysphagia posts a very common issue and band 5 unable to cover.</td>
<td>Small units lack critical mass to support development.</td>
</tr>
<tr>
<td>Placements too short in training and NQPs need lots of support</td>
<td>Geography issues in London, rural areas, Lincolnshire.</td>
<td>Lack of posts at this level due to Trust financial constraints.</td>
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</table>
Workforce data and patterns of employment

• Hope that the new CRM system will eventually improve RCSLT’s workforce data to improve our ability make a strong case with bodies such as Higher Education England (HEE) and to inform Government consultations.
• Data we do have (from NHS digital) suggests growth in SLTs in last 10 years is not reflected in the NHS – most have gone to the independent sector.
• We purchase data from HESA about the SLT student body.
• SLT just recognised as a profession in shortage by the Migration Advisory Committee.
Advanced practice and consultant developments

**HEE**
- Advanced and consultant level “Academy” to frame those roles more consistently – SLTs have joined. RCSLT responded to 3 surveys on accreditation and credentialing and operation of the Academy.

**ACP**
- Workshop at RCSLT 30th May
  - developing a position
  - What are the roles
  - How to influence the system about value of SLT ACP

**Consultant**
- HEE work ongoing on capabilities and work starting on Level 8 consultant apprenticeship.

**ACP pathways**
- SLTs are members of HEE working groups looking at advanced practice in learning disability and autism, mental health, emergency care and paediatrics.
Supporting careers(1)

- **Lobbying with the AHPF on leadership roles**: potential for collaborative approaches - different types of leaders: clinical, uniprofessional, generic, research, academia.

- **Learning journeys** Two new learning journeys – on ‘Leadership’ and ‘Influencing’ have just been published for RCSLT members. Please find out more here: [https://www.rcslt.org/members/lifelong-learning/resources#section-3](https://www.rcslt.org/members/lifelong-learning/resources#section-3)

- **Leadership Mentors** We held a workshop for leadership mentors in April for mentors to network and feed back on the programme so far. We are taking forward actions from that event.

- **Research roles** - relaunch of research champion role, work with CAHPR to develop a research competency framework, set up research champions in nations. Working with independent therapists on evidence-based practice. Clinical academic mentor network and case-studies of clinical academic careers on website [https://www.rcslt.org/members/research/careers#section-2](https://www.rcslt.org/members/research/careers#section-2)
Supporting careers (2)

- **Academia** – continuing to develop and publicise successful clinical academics.

- **Digital transformation** – CPD diary redesign/ new website embeds learning through topic pages/ communities area encourages peer-to-peer learning.


- **RCSLT Clinical excellence networks**

- **Returners** - link with HEE scheme and support to those returning eg in funding placements
## Supporting careers (3)

### Professional guidance and resources update

<table>
<thead>
<tr>
<th>Item (in progress only)</th>
<th>Progress</th>
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<tbody>
<tr>
<td>Guidance for schools, with NAHT (update)</td>
<td>Authors appointed; Scoping workshop 18 Apr; Consultation Aug-Sept; Publication Dec ‘19</td>
</tr>
<tr>
<td>Collaborative working for SLTs and teachers of deaf, with BATOD (update)</td>
<td>Authors appointed; Scoping workshop 26 Mar; Consultation 10\textsuperscript{th}-28\textsuperscript{th} June; Publication Sept ‘19</td>
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<tr>
<td>End of life care (new)</td>
<td>Scoping workshop held 1 Mar ‘19; Consultation Jun ‘19; Publication Oct ‘19</td>
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<tr>
<td>Voice (update)</td>
<td>Scoping workshop held 23 Jan ‘19; Drafting underway; Consultation Apr ‘19; Publication Jul ‘19</td>
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<tr>
<td>Critical care (update)</td>
<td>Consultation on draft ended 18 Mar ‘19; Publication May ‘19</td>
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<tr>
<td>FEES position paper (update)</td>
<td>Authors being appointed; Publication Oct ‘19</td>
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<tr>
<td>Dysphagia (update)</td>
<td>Authors appointed; Scoping workshop Apr ‘19; Publication Oct ‘19</td>
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<tr>
<td>Children’s services guidance</td>
<td>Implementation activities underway – 2 webinars, case studies, workshops; evaluation plan being developed</td>
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