



A deep dive into the framework

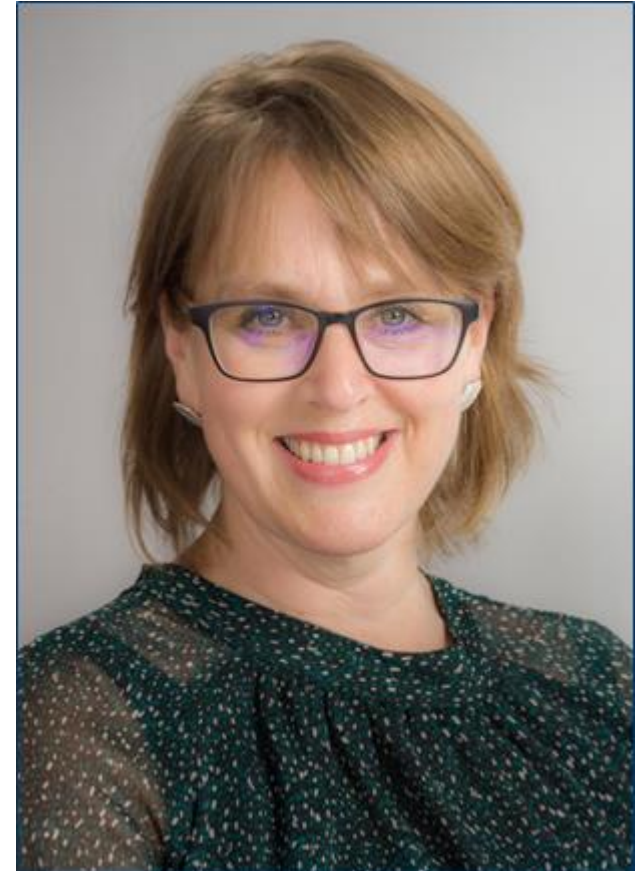
Practice placements and the RCSLT pre-registration eating, drinking and swallowing competencies webinar series

17 June 2021



Chair

Judith Broll
Director of professional
development, RCSLT



Housekeeping

- RCSLT staff are on hand to help with any technical queries, you can get in touch with them via the chat button
- You can send in questions to our speakers today by using the Q&A button
- This event is being recorded and will be made available on the RCSLT website along with the presentation slides
- We would be very grateful if you would fill out the evaluation form that will pop up in a new window once the webinar window closes.

Stars aligning

- Mutual Recognition Agreement November 2019
- COVID-19
- Health Education England
- RCSLT COVID-19 dysphagia training support survey, May 2020

As a profession, we are obligated to deliver entry-level eating, drinking and swallowing competencies to ensure we optimise safe patient care within the 21st century education, health and social care environment

How we got to where we are now



Followed established RCSLT project processes:

- Recruited working group to write the competency framework, October/November 2020
- Consulted with all members, January 2021
- Published competency framework, February 2021

Implementation of competency framework:

- Ongoing conversations with members generating additional support materials

Working group



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Lead author (academic)



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Clinical lead for dysphagia and
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Clinical specialist speech and language
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Northern Ireland representative (clinician)

Paula Leslie

Consultant scholar and lead author (academic) of the competency framework



Existing learning framework (2015)

Content

- Lacks clarity to sign off competencies
- Good for post-basic, but lacking teeth

Inter-professional framework (not for SLTs)



Process - not reinventing wheels

- HCPC SOPs
- IASLT framework
- **Do:** evidence what we already do
- **Not:** a load of new things

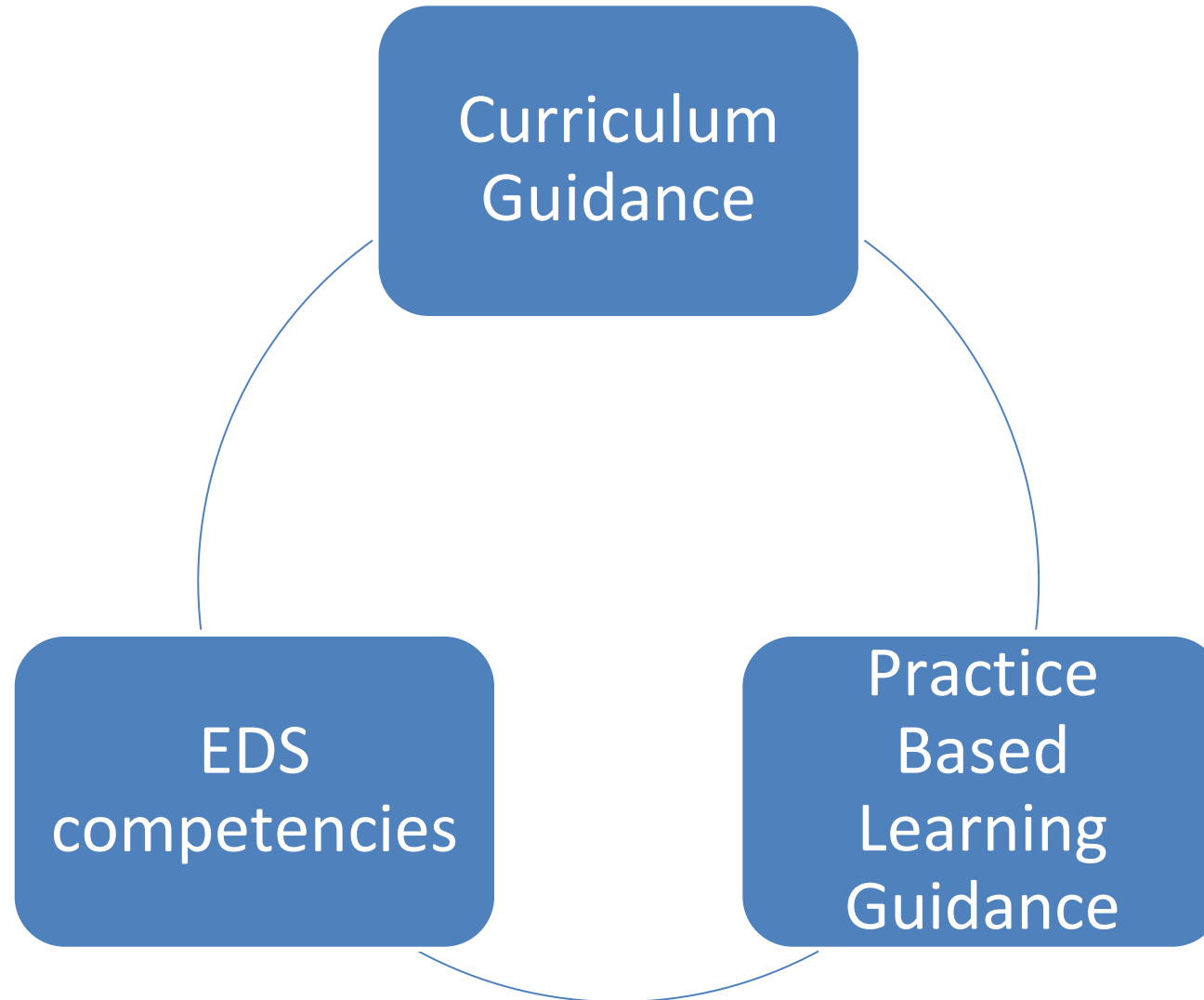
This is not new

Since September **2015** HEIs in the UK have been addressing content relating to EDS to support SLT learners as they prepare for this part of the clinical caseload. Many parts of the curriculum already have relevant HCPC Standards of Proficiency (SoPs) (2014)

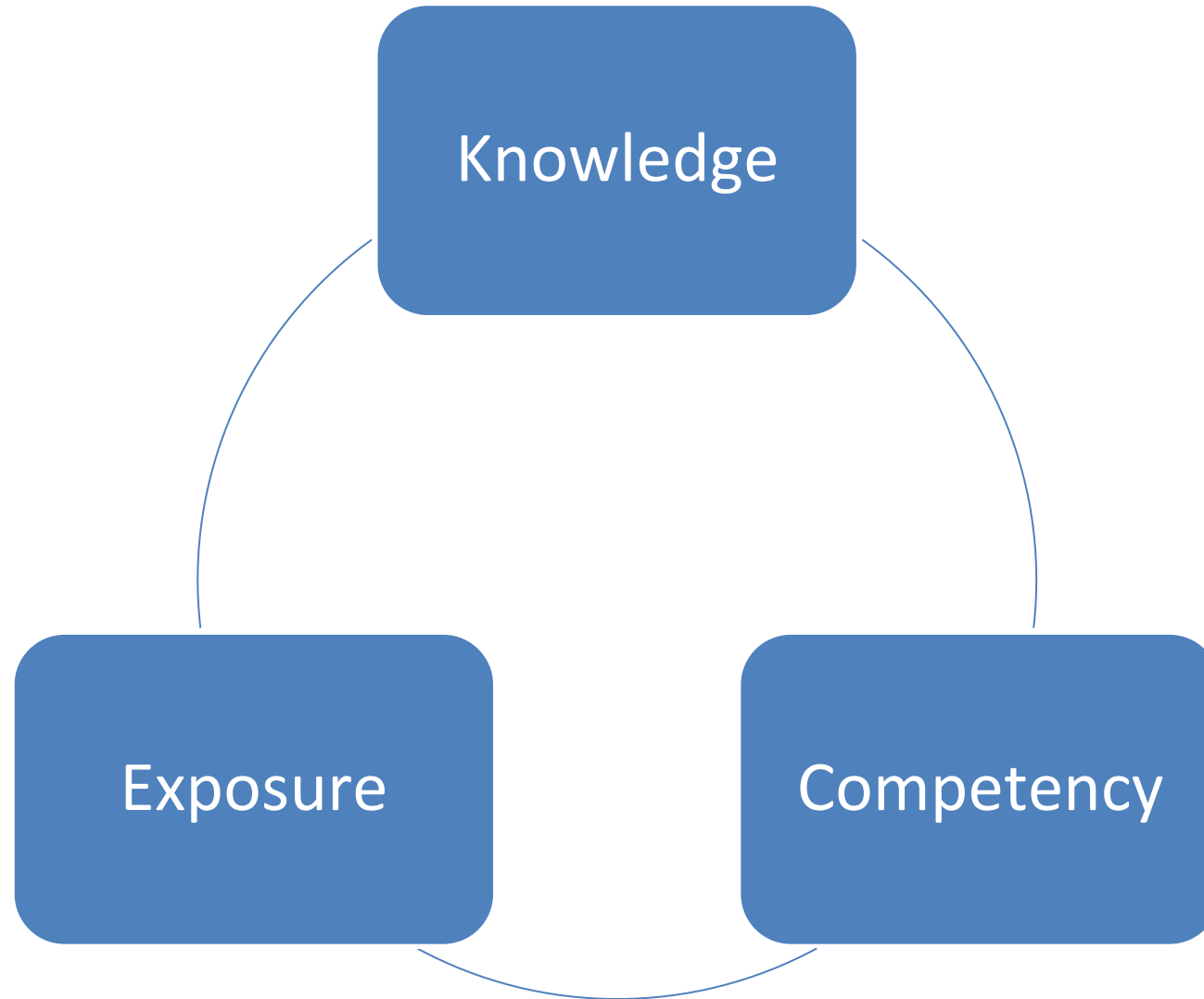
What we already do

| Knowledge and competency | RCSLT Curriculum guidance (forthcoming, 2021) section | HEI module code/section | HCPC SoPs for SLTs (2014) |
|--|---|-------------------------|--|
| Knowledge of psychological and social impact of EDS and associated disorders on the individual and families/carers | 4.2.2 B 4.2.2 B f/g 4.3.1 | | SoP 2.3 & 9.7 - - SoP 5.2 SoP 14.19? |
| Anatomy and physiology of the head and neck | | | SoP 13.9 |
| Neurology and neurophysiology, including the neurology of swallowing and the coordination of respiration, swallowing and phonation | 4.4.3 | | - SoP 13.9 |
| Oral motor functioning in relation to speech and EDS skills | 4.4.3 | | |
| The normal swallow throughout the lifespan | 4.3.2 6 e | | SoP 2.8 SoP 13.13 |

Clinic & classroom 2021



Professional learning



Practice based experience

- Conditions leading to communication issues
- Pre-reg taster of the breadth of our practice
- Mirrors post-reg work with different people & settings
- Many learners change their area of interest
- *"Never starting from scratch"*
- *"Placement supervisors are potential employers"*

Whole person care



Log in

Creating better lives
for people with
communication and
swallowing needs

Latest updates



RCSLT adviser awarded MBE in Queen's birthday honours list



COVID-19 hub

Whole person care

Creating better lives
for people with
communication and
swallowing needs

Who benefits from speech and language therapy?

Speech and language therapy benefits people of all ages, for example:

- **Infants:** SLTs support premature babies and infants with conditions such as cerebral palsy, cleft palate and Down syndrome from very early in life who have difficulties with drinking, swallowing and early play and communication skills.
- **Children:** SLTs support children with primary speech, language and communication difficulties, such as stammering, as well as speech, language and communication difficulties that are secondary to other conditions such as learning difficulties and hearing problems.
- **Adults with learning difficulties:** SLTs support adults who have developmental conditions such as learning disabilities, autism and Down syndrome.
- **Adults:** SLTs support adults with communication and/or swallowing difficulties as a result of medical conditions, such as stroke, head and neck cancer, Parkinson's disease and dementia.

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End-point expectations

- Supporting guidance in development
- NQPs will still require supervision and support
- Employers grow NQPs to support individual service needs
- Continuum of learning

What happens next?

- Finalising supporting guidance
 - Definition of what counts as an hour of EDS exposure
 - Which competencies need to be delivered face-to-face
 - End-point expectations
- Investigating how, at a national level, to track and log EDS exposure
- Recruiting project co-ordinator to support next implementation phase

Longer term

- Review the whole career pathway for SLTs
 - Including those working with people with EDS issues
 - Review and update RCSLT Dysphagia Training and Competency Framework



Join us for the next webinars

- **Implementing practice placements with EDS difficulties:**
24 June, 4pm – 5pm
- **Signing off the practical competencies:**
1 July, 1pm – 2pm
- **Opportunities for paediatric practice placements:**
8 July, 1pm – 2pm

Any questions



Get in touch



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