



Delegate pack:

RCSLT National Student

Study Day 2021

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Programme

By attending the RCSLT National Student Study Day, delegates will:

- Understand which essential skills and knowledge will be in demand in the future
- Hear from managers recruiting newly qualified practitioners about what they are looking for in NQPs
- Get practical tips from NQPs on finding your first role
- Hear from NQPs about what an average day / week is like
- Hear about how to build your resilience and manage your health and wellbeing while in your first role
- Gain an insight into how roles are changing as a result of the pandemic and how this will affect you
- Take advantage of a unique networking opportunity to help you begin your journey in the profession

09.50 – 10.00 10mins	Log-in and test your Zoom
Chair: Kamini Gadhok MBE, CEO, RCSLT	
10.00 – 10.05 5 mins	Welcome and housekeeping Kamini Gadhok MBE, CEO, RCSLT
10.05 – 10.40 35 mins	NQP Panel <ul style="list-style-type: none"> • Megan Shufflebotham, SLT for adults with learning disabilities, Northern Care Alliance • Molly McCartney, SLT, Let's Expand Communication Ltd and Leigh Magee Speech & Language Therapy • Shabana Riaz, community paediatric SLT, Northern Care Alliance • Hannah Penhearow, SLT, Northamptonshire Healthcare NHS Foundation Trust
10.40 – 10.50 10 mins	Q&A with NQP presenters
10.50 – 11.00 10 mins	Refreshment break
11.00 – 11.40 40 mins	Manager panel discussion: <i>What skills and knowledge will be in demand?</i> <ul style="list-style-type: none"> • Dr Sean Pert, deputy chair, RCSLT Board of Trustees; consultant SLT, Indigo Gender Services; senior clinical lecturer, The University of Manchester • Pauline Downie, professional lead for speech and language therapy, NHS Lanarkshire • Sarah Buckley, company director and practice manager, Sarah Buckley Therapies Ltd; vice-chair; ASLTIP • Janet Harrison, head of service for families, children and young people's, Leicestershire Partnership NHS Trust
11.40 – 11.50 10 mins	Q&A with managers
11.50 – 12.00 10 mins	Refreshment break
12.00 – 12.30 30 mins	Workshops: <i>Practical scenarios and discussion on finding your first roles</i>
12.30 – 12.55 25 mins	Q&A with the day's presenters
12.55 – 13.00 5 mins	Thanks and close Kamini Gadhok MBE, CEO, RCSLT
13.00 – 14.00 1 hour	Lunch with optional networking

Biographies



Kamini Gadhok MBE

Kamini is CEO at the RCSLT

Kamini has been chief executive at the RCSLT since December 2000. The professional body for speech and language therapists in the UK, the RCSLT provides leadership for the profession and supports improvements to services for people with speech, language and communication needs (SLCN).

Kamini's primary role is to help deliver service change by building strong partnerships with key stakeholders across government, charities, other professional bodies and the regulator. Over the years, she has been involved in a number of government initiatives and policy developments. This has included being an adviser to the Bercow review of services for children with SLCN, which continues to inform and impact on key government policies.

Kamini received an MBE in June 2009 for services to the allied health professions.

As a former speech and language therapist, Kamini had direct patient care responsibilities for 14 years and has experience of working with a range of client groups (children, older people, people with learning difficulties) across all ages in hospitals, community health centres, special schools and mainstream schools.

Prior to her move to London in 1997, Kamini had three roles in Nottingham Community Health (NHS Trust): as a locality manager, with responsibility for meeting the health needs of local populations across three inner city health areas; as locality coordinator for speech and language therapy services; and as specialist adviser (bilingualism) leading the development of services for people for whom English is an additional language. In this role, Kamini established the Asian bilingual co-worker service, the first of its kind in the country.

In 1997, Kamini became ethnic health projects coordinator for the NHS and was seconded to the Department of Health to set up the Race Equality Unit, where she was section head until 2000.



@Kgadhok

My top tip for students becoming NQPs: Join RCSLT CENs to help access peer support and hear about the latest evidence based practice



Megan Shufflebotham

Megan is an SLT for adults with learning disabilities at Northern Care Alliance

Megan studied speech and language therapy at the University of Sheffield, and recently graduated in July 2021. She secured herself an NQP speech and language therapy job in May 2021 whilst in her final year of studies, working with adults with learning disabilities within the Northern Care Alliance.

Her role involves visiting clients in a range of settings including family homes, day centers, colleges, to support both a client's communication and dysphagia concerns.

Alongside this, she has had the opportunity to support family members, staff supporting clients and other multi-disciplinary team members in delivery training sessions ranging from dysphagia training sessions to Total Communication training.

In her first role as an NQP, Megan had the opportunity to develop her skills, support people's speech, language and communication needs as well as their eating and drinking needs. She completed her NQP competencies with the support of her manager.

My top tip for students becoming NQPs: *As an NQP you'll be learning things daily, make sure you take each day as it comes, take time to reflect on what you've learnt and ask questions, no question is a silly question.*



Molly McCartney

Molly is an SLT at Let's Expand Communication Ltd and Leigh Magee Speech & Language Therapy

Molly studied speech and language therapy at De Montfort University (DMU) Leicester graduating in 2021 with a 2:1 Honours degree. Whilst studying at DMU, Molly attended a variety of placements including children's centres, schools, hospitals and low secure forensic units.

Molly initially developed her interest in speech and language therapy whilst volunteering at a local speech club aimed at children with Down's syndrome. Through this, Molly was able to obtain her level 4 certificate in Makaton.

Since graduating, Molly has returned home to Northern Ireland and works in private practice for Lets Expand Communication Ltd and Leigh Magee Speech and Language Therapy.

My top tip for students becoming NQPs: *My top tip is to make sure that you take time for yourself. It is so easy to become overwhelmed by work, so try and set boundaries so you don't always feel like you're working.*



Shabana Riaz

Shabana is a community paediatric SLT at Northern Care Alliance

Shabana graduated in July 2021 and started her current job as an NQP SLT in November 2021. Prior to becoming an SLT, Shabana worked as a teacher, and after a career break decided to return to university to pursue a career in speech and language therapy. Shabana works with a variety of children, and her job gives her the opportunity to work in clinic carrying out initial assessments and therapy and also in schools carrying out

observations and assessments.

Shabana's current post allows her to support children with a broad range of SLCN, particularly those requiring support to develop their early communication skills, dysfluency and selective mutism. Shabana is currently working towards completion of the NQP competencies; a process which is supported through fortnightly meetings with her supervisor. In the future, Shabana is keen to further her knowledge and experience in supporting children with developmental language disorders. Shabana is also very passionate about being involved in the development and leadership of future speech and language therapy services.



@ShabanaRiazSLT

My top tip for students becoming NQPs: Take care of yourself first and foremost, be kind to yourself even when things don't go to plan, and enjoy the NQP journey!



Hannah Penhearow

Hannah is an SLT at Northamptonshire Healthcare NHS Foundation Trust

Hannah is an NQP working with adults. She graduated with a first class honors degree from the University of East Anglia and then started her first SLT role in July 2021.

Throughout her education, Hannah was always passionate about working with adults, and therefore volunteered with stroke groups, neurorehabilitation services, and Age UK.

Starting as a band 4, Hannah worked on the stroke wards and within the community across Northamptonshire. After completing her induction period and registering with the HCPC, she then progressed to a band 5 position in August 2021.

Now working a permanent split post consisting of four days in the community stroke team and one day on the general acute wards, Hannah's role is diverse, working with a broad range of acquired communication and swallowing difficulties.

Whilst Hannah's community work largely centres around supporting patients with communication difficulties, her acute work focuses entirely on dysphagia.

Hannah is working towards completing her NQP competencies with the support of the team.



@HannahtheSLT

My top tip for students becoming NQPs: Don't put pressure on yourself to be the 'perfect' SLT straight away – ask questions, be curious, and most of all, enjoy settling into your new role!



Dr Sean Pert

Sean is the deputy chair of the RCSLT Board of Trustees, consultant SLT at Indigo Gender Services in Greater Manchester, and also a senior clinical lecturer at The University of Manchester.

Sean has been a service manager for a busy children's service in the North West of England, a highly specialist SLT working with speech and language disorder in a bilingual Context, and a student coordinator. Sean has worked in the NHS, the charity sector, higher education and as a professional trainer.

Sean's PhD examined how children use their two (or more) languages in forming bilingual utterances and found that bilingual children with developmental language disorder (DLD) could not achieve this. Sean has published book chapters, research papers and presented at numerous international conferences.

Sean is also an RCSLT adviser on bilingualism, trans/non-binary voice and communication change. He has led on the development of RCSLT clinical standards on bilingualism, as well as setting up one of the first community-based voice and communication services for trans and non-binary people in Greater Manchester.

Sean has won the Sternberg award for clinical innovation on three occasions and lives in Hebden Bridge, West Yorkshire with a somewhat eccentric cat named Oscar.



@SeanPert

My top tip for students becoming NQPs: Managing competing demands on your time, your diary and your case load is new and challenging. Ask for help and advice from people in your team and give yourself time to plan and reflect each day. Self-care and making sure you have regular breaks each day and annual leave to look forward to will keep you fresh and motivated to support your service users.



Pauline Downie

Pauline is the professional lead for speech and language therapy at NHS Lanarkshire

As well as being the professional lead for speech and language therapy at NHS Lanarkshire, Pauline is currently also the country representative for Scotland on the RCSLT Board of Trustees and also the chair of the Scottish Speech and Language Therapy Managers and Leaders Network.

Pauline qualified in 1992 and worked in England for a year before moving to Lanarkshire in 1993. During her career she has worked with both children and adults with communication and swallowing problems, eventually specialising in adult acquired dysphagia and videofluoroscopy.

Pauline was an early adopter of distance learning, gaining a professional diploma in neurological care from Leeds Metropolitan University in 2004.

In 2012 Pauline became the AAC lead for Lanarkshire and in 2015 won an NHS Scotland award for developing the multiagency Lanarkshire AAC Network which was co-produced with clients and carers.

Pauline continues to have a keen interest in compassionate leadership and team development.

My top tip for students becoming NQPs: Believe in yourself. Be authentic and honest about your strengths and areas for development. Learning is a lifelong process.



Sarah Buckley

Sarah is practice manager of Sarah Buckley Therapies Ltd and vice-chair of ASLTIP

Sarah Buckley is practice manager of Sarah Buckley Therapies Ltd. Founded in 2010 and based in South East London, the team work in nurseries, schools, specialist provisions and FE colleges. SBT employs a team of SLTs, including five recent graduates.

Sarah has been a paediatric SLT for over 20 years, working with children and young people of all ages. She was a clinical tutor at City, University of London, for more than a decade – so she is committed to and has a good understanding of how to support and develop students and new graduates in their first roles. She is also currently studying an MBA with the Open University, so is in touch with the challenges that studying brings.

Sarah is also vice-chair of the Association of Speech and Language Therapists in Independent Practice (ASLTIP), supporting a country-wide network of independent SLTs in best practice. She also works with the RCSLT, representing the independent sector, to develop guidance and member resources.

 @SBSpeechTherapy

My top tip for students becoming NQPs: Think about what would make an organisation a good fit for you. Think about values, ethos and culture and whether this is a place that you can learn, develop and thrive.



Janet Harrison

Janet is head of service for families, children and young people's directorate at Leicestershire Partnership NHS Trust.

Since graduating in 1986, Janet has worked within services for children, young people and families. She has always been passionate about developing partnerships with others to promote children's speech, language and communication skills, particularly for those who are most vulnerable.

Janet is proud to have led speech and language therapy teams and services for many years. She has been committed to providing high quality opportunities for speech and language therapy students and for recently qualified SLTs starting their first role in the profession.

Her current role is head of service for families, children and young people's directorate at Leicestershire Partnership NHS Trust. She provides strategic and operational leadership for a range of diverse service areas across Leicester, Leicestershire and Rutland; these include speech and language therapy, occupational therapy, physiotherapy, nutrition and dietetics, health visiting, school nursing, immunisations for children and young people and nursing services for children who are looked after.

Janet has been a proud member of the RCSLT since first being a student. Since that time, she has had many positive experiences from participating in a wide range of activities in the professional body, too numerous to count! From 2012-18 she held two roles as RCSLT trustee, firstly as councillor for service management then as the country representative for England. During this time, she contributed to the development of the RCSLT East Midlands regional Hub.

 @janforest1865

My top tip for students becoming NQPs: Always include the voice of service users in your interviews, meetings, discussions with colleagues. It could be an experience shared by a child, adult, family member or carer which describes your impact and contribution...or how you have improved what you do as a result of their participation and voice.

Workshop

12.00 – 12.30: Workshop: *Practical scenarios and discussion in finding your first roles*

1. **Activity (15mins):** Using what you’ve learnt from the pre-event resources and the information you have heard today, consider how you might answer questions in an interview. In your break-out rooms, pick one or two questions to answer as a group. You may wish to use the STARR technique outlined below.
2. **Feedback (10mins):** We will then spend 10 minutes going around the room asking you to share your answers/reflections, so don’t forget to pick a spokesperson!

Interview tip – the STARR interview technique		
S	Situation	Describe a situation or problem that you have encountered
T	Task	Describe the task that the situation required and why it was important
A	Action	Describe the action(s) you took, obstacles that you had to overcome
R	Result	Highlight outcomes achieved and how success was measured. Employers like results driven employees.
R	Reflect	Sometimes it is appropriate to say that you reflected on what happened and decided how you would tackle the problem next time.

Questions

Sample interview questions:

1. What makes a good team? Can you give an example of how you have worked effectively in a team in the past and what skills you would bring to this team?
2. You place a patient on the ward on IDDSI level 2 mildly thick fluids and level 4 pureed diet. On review the next day you are informed the nursing staff have been giving level 0 thin fluids instead. The patient has spiked a temperature and is also observed coughing. How do you deal with this situation?
3. In regards to your first NQP role, how will you ensure that you are reflecting a good understanding of a diverse population that you may workwith?
4. Think about a service or clinical area you want to work in, how would you ensure your assessment and intervention are inclusive and would enable you to meet the needs of the diverse population that you may serve?
5. What are your thoughts on safety and what it means for both patients and staff?

The Royal College of Speech and Language Therapists (RCSLT) is the professional body for speech and language therapists in the UK. As well as providing leadership and setting professional standards, the RCSLT facilitates and promotes research into the field of speech and language therapy, promotes better education and training of speech and language therapists, and provides its members and the public with information about speech and language therapy.

rcslt.org | info@rcslt.org | [@RCSLT](https://www.instagram.com/RCSLT)

