

Appendix

Analysing diversity, equity and inclusion in speech and language therapy

February 2023

Report data

Lead author (data analyst) positionality statement

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I am a heterosexual woman of multiple ethnic backgrounds, born in the UK. I was raised in a working-class nuclear family by my mother and father, both who were born in global majority countries. My father is Zimbabwean and emigrated to the UK in the 1970s. My mother is of mixed Asian and White British ethnic background, born in Malaysia and emigrated to the UK with her family as a child. I am a monolingual Native English speaker and was raised in a rural majority-white area of the UK. Much of my childhood involved racialised feelings of “otherness”, simply by existing.

I was the first member in my family to enter higher education and have had the privilege of university education at both Bachelor and Masters level at Russell Group Universities. I am currently studying for my second Masters degree in Speech and Language Therapy (Msci). My upbringing, education experience, and experiences as a young adult have influenced my views on the world, the profession of speech and Language therapy and on issues of race. As a young adult, I continue a daily education on racism and its insidiousness, one that I have no choice but to experience and learn.

I strongly believe that everything we do as speech and language therapy students, clinicians and academics should be deeply rooted in dismantling unequitable structures and rebuilding a system that is fair and just for all. As a student of colour in a white-dominated HEI system, entering a white-dominated profession, I am acutely aware and frequently reminded of my minoritised status. I am also acutely aware of the fact that we cannot and should not ignore the uncomfortable truths of our profession and that with this knowledge we have the power to change it.

Clinician respondent information

Table 1. RCSLT survey clinician respondent information (raw data).

First in family to enter higher education	n	%
Yes	50	30.7%
No	108	66.3%
No response	5	3.1%
Regional Hub		
London	55	33.7%
South East	25	15.3%
Yorkshire and the Humber	15	9.2%
West Midlands	13	8%
East Midlands	10	6.1%
South West	8	4.9%
East of England	8	4.9%
North West	7	4.3%
Scotland	5	3.1%
South Central	4	2.5%
North East	2	1.2%
Northern Ireland	2	1.2%
Wales	1	0.6%
No response	8	4.9%
Gender		
Female	152	93.3%
Male	5	3.1%
Prefer not to say	1	0.6%
Non-binary	1	0.6%
No response	4	2.5%
Sexual orientation		
Heterosexual	133	81.6%
Bisexual	12	7.4%
Prefer not to say	6	3.7%
Gay, lesbian, queer	5	3.1%
Self-describe	2	1.2%
No response	5	3.1%
Disability		
Disability	14	8.6%
No disability	137	84%
Prefer not to say	5	3.1%

Self-describe	1	0.6%
No response	6	3.7%
Ethnicity		
White	118	72.4%
Asian/Asian British [<i>Asian</i>]	15	9.2%
Black/Black British [<i>Black</i>]	9	5.5%
Mixed/multiple ethnic backgrounds [<i>minority Ethnic</i>]	7	4.3%
Other	7	4.3%
Prefer not to say	3	1.8%
No response	4	2.5%

Table 2: RCSLT survey clinician respondent information compared with HCPC diversity report data¹

	RCSLT Survey SLT data 2021		HCPC diversity report SLT data 2021¹	
Gender	Female	93%	Female	96%
	Male	3%	Male	4%
	Non-binary	0.5%	Not available	
	Prefer not to say	0.5%	Not available	
	No response	3%	Not available	
Sexual Orientation	Heterosexual	81%	Heterosexual	90%
	Bisexual	7%	Gay, Lesbian, Queer	3%
	Gay, lesbian, queer	4%	Other	5%
	Self-describe	1%	Prefer not to say	2%
	Prefer not to say	4%	Not available	
	No response	3%	Not available	

Disability	Disability	8%	Disability	7%
	No disability	84%	No disability	92%
	Prefer not to say	3%	Prefer not to say	1%
	No response	3%	Not available	
Ethnicity	White	72%	White	89%
	Asian/Asian British <i>[Asian]</i>	9%	Asian/Asian British	5%
	Black/Black British <i>[Black]</i>	6%	Black/Black British	2%
	Mixed/multiple ethnic Backgrounds <i>[minority Ethnic]</i>	4%	Mixed/multiple ethnic Backgrounds	3%
	Other	4%	Other	1%
	Prefer not to say	2%	Not available	
	No response	3%	Not available	

¹ Health & Care Professions Council (HCPC). (2021). Diversity report 2021.

Table 3: Clinician employment information

Time working	n	%
0-5 years	54	33.1%
6-10 years	23	14.1%
11-15 years	23	14.1%
16-20 years	10	6.1%
21+ years	52	31.9%
Other	1	0.6%
Main employer		
NHS	118	73.4%
Independent practice (more than 1 SLT)	9	5.5%
Social enterprise/public sector mutual	6	3.7%
University of higher education institution	6	3.7%
Not for profit organisation or voluntary sector	4	2.5%
Local authority	3	1.8%
Special school	3	1.8%
Social care	3	1.8%
Other	3	1.8%
Independent practice (sole trader)	2	1.2%
Private health sector	2	1.2%
Justice sector	1	0.6%
Charities	1	0.6%
No response	2	1.2%
Main workplace		
Community	56	34.4%

Education - primary	26	16%
Acute and inpatient	19	11.7%
Education - special schools	12	7.4%
Outpatient	9	5.5%
Clinics/health centre	7	4.3%
Other	7	4.3%
University	6	3.7%
Education - secondary	4	2.5%
Early years settings e.g. nurseries	3	1.8%
In your own home	3	1.8%
Mental health (including inpatient or community)	3	1.8%
Residential care home (older people)	2	1.2%
Residential care home (young people)	2	1.2%
In service user's home	1	0.6%
Community justice	1	0.6%
No response	2	1.2%
NHS band		
Band 3 (assistant)	1	0.6%
Band 4 (assistant)	1	0.6%
Band 5 (newly qualified)	24	14.7%
Band 6 (specialist)	52	31.9%
Band 7 (advanced or highly specialist)	41	25.2%
Band 8a (manager)	23	14.1%
Band 8b (senior manager)	9	5.5%
Band 8c (senior manager)	3	1.8%
Band 9 (director)	1	0.6%
Other	3	1.8%
No response	5	3.1%

Job title		
Specialist SLT	44	27%
SLT	37	22.7%
Highly Specialist SLT	20	12.3%
Clinical Lead SLT	18	11%
Advanced Specialist SLT	7	4.3%
Service lead	7	4.3%
Team lead	6	3.7%
Other	5	3.1%
Clinical supervisor/consultant SLT	3	1.8%
Professional lead SLT	3	1.8%
Speech and language therapy assistant	2	1.2%
AHP therapies lead	2	1.2%
Clinical academic	2	1.2%
Senior lecturer	2	1.2%
Lecturer	1	0.6%
Researcher	1	0.6%
Manager	1	0.6%
No response	2	1.2%

Student respondent information

Table 4: RCSLT survey student respondent information (raw data).

University	n	%
City, University of London	6	20.7%
Leeds Beckett University	5	17.2%
University College London (UCL)	4	13.8%
Birmingham City University (BCU)	4	13.8%

University of St Mark and St John, Plymouth	3	10.3%
Newcastle University	2	6.9%
Sheffield University	2	6.9%
Manchester Metropolitan University	1	3.4%
University of Manchester	1	3.4%
Queen Margaret University	1	3.4%
First in family to enter higher education		
Yes	9	31%
No	18	62.1%
No response	2	6.9%
Regional Hub		
London	7	24.1%
Yorkshire and the Humber	6	20.7%
West Midlands	3	10.3%
Scotland	2	6.9%
South East	2	6.9%
South West	2	6.9%
Scotland	2	6.9%
North West	2	6.9%
North East	1	3.4%
Wales	1	3.4%
No response	3	10.3%
Gender		
Female	25	86.2%
Male	1	3.4%
No response	3	10.3%
Sexual orientation		
Heterosexual	18	62.1%

Bisexual	3	10.3%
Gay, lesbian, queer	1	3.4%
Self-describe	1	3.4%
Prefer not to say	4	13.8%
No response	2	6.9%
Disability		
Disability	5	17.2%
No disability	20	69%
Prefer not to say	1	3.4%
No response	3	10.3%
Ethnicity		
White	19	65.5%
Asian/Asian British <i>[Asian]</i>	4	13.8%
Black/Black British <i>[Black]</i>	2	6.9%
Mixed/multiple ethnic backgrounds <i>[minority Ethnic]</i>	1	3.4%
Other	1	3.4%
No response	2	6.9%

Table 5: RCSLT survey student demographic information (gender, disability and ethnicity) compared with HESA SLT student data² and HESA general student population data³

	RCSLT Survey SLT student data		HESA SLT student data (19/20)²		HESA general student population data (20/21)³	
Gender	Female	86%	Female	96%	Female	57%

	Male	4%	Male	4%	Male	43%
	No response	10%	Not available		Not available	
Disability	Disability	17%	Disability	21%	Disability	15%
	No disability	69%	No disability	79%	No disability	85%
	Prefer not to say	4%	Not available		Not available	
	No response	10%	Not available		Not available	
Ethnicity	White	66%	White	79%	White	74%
	Asian/Asian British <i>[Asian]</i>	14%	Asian/Asian British	9%	Asian/Asian British	12%
	Black/Black British <i>[Black]</i>	7%	Black/Black British	3%	Black/Black British	8%
	Mixed/multiple ethnic backgrounds	3%	Mixed/multiple ethnic backgrounds	3%	Mixed/multiple ethnic backgrounds	4%

	<i>[minority Ethnic]</i>					
	Other	3%	Other	1%	Other	2%
	No response	7%	Unknown/NA	9%	Not available	

² Higher Education Statistics Agency (HESA) Limited. 2021.³ HESA. (2022). Higher Education Student Statistics 2020/21.

Table 6. RCSLT survey full data confidence rating scale data.

Confidence rating scale (0-10)	0	1	2	3	4	5	6	7	8	9	10	No response
Questions												
5. I believe my organisation has strong plans to ensure its workforce reflects the local community at all levels of seniority.	1.8% (n=3)	3.1% (n=5)	4.3% (n=7)	8% (n=13)	9.8% (n=16)	18.4% (n=30)	11.7% (n=19)	16.6% (n=27)	18.4% (n=30)	5.5% (n=9)	2.5% (n=4)	
6. In my organisation, I believe we reach out to the local community to encourage people from underrepresented groups to study speech and language therapy	6.1% (n=10)	22.1% (n=36)	14.7% (n=24)	7.4% (n=12)	9.8% (n=16)	14.1% (n=23)	5.5% (n=9)	4.3% (n=7)	4.3% (n=7)	1.8% (n=3)	0.6% (n=1)	0.6% (n=1)
7. In my organisation, I believe we reach out to the local community to encourage people from underrepresented groups to study speech and language therapy	1.8% (n=3)	6.7% (n=11)	6.1% (n=10)	5.5% (n=9)	9.2% (n=15)	11.7% (n=19)	9.8% (n=16)	14.1% (n=23)	16.6% (n=27)	9.8% (n=16)	7.4% (n=12)	1.2% (n=2)
8. In my team, I believe there is an effective education and training plan for all staff with key learning outcomes and ongoing evaluation of change.	1.8% (n=3)	8% (n=13)	4.9% (n=8)	8% (n=13)	6.7% (n=11)	9.8% (n=16)	10.4% (n=17)	19.6% (n=32)	12.3% (n=20)	9.7% (n=16)	8% (n=13)	0.6% (n=1)
9. In my team, I believe SLTs from underrepresented groups have equal access to education and training to support career development.	1.8% (n=3)	5.5% (n=9)	2.5% (n=4)	6.1% (n=10)	3.7% (n=6)	12.9% (n=21)	5.5% (n=9)	8% (n=13)	12.9% (n=21)	12.9% (n=21)	25.8% (n=42)	2.5% (n=4)
10. I believe my organisation is committed to meeting the needs of the diverse populations it serves.	0.6% (n=1)	3.1% (n=5)	2.5% (n=4)	6.7% (n=11)	3.7% (n=6)	9.2% (n=15)	12.9% (n=21)	16% (n=26)	20.2% (n=33)	12.9% (n=21)	11.7% (n=19)	0.6% (n=1)
11. I believe my organisation effectively monitors speech and language therapy service use and outcomes in order to understand and evaluate the kinds of communities we serve and our impact.	1.8% (n=3)	10.4% (n=17)	13.5% (n=22)	6.7% (n=11)	8.6% (n=14)	14.1% (n=23)	12.9% (n=21)	11% (n=18)	11.7% (n=19)	1.2% (n=2)	3.1% (n=5)	4.9% (n=8)

12. I believe my organisation effectively analyses population data and caseload data to identify unmet needs for speech and language therapy.	2.5% (n=4)	19% (n=31)	13.5% (n=22)	9.8% (n=16)	9.8% (n=16)	10.4% (n=17)	8% (n=13)	8% (n=13)	5.5% (n=9)	3.1% (n=5)	2.5% (n=4)	8% (n=13)
13. In my organisation, I believe speech and language therapy services are effectively designed and delivered to support individualised and personalised care taking account of cultural, religious and linguistic needs.	1.2% (n=2)	4.9% (n=8)	3.7% (n=6)	4.9% (n=8)	5.5% (n=9)	18.4% (n=30)	11% (n=18)	20.2% (n=33)	16.6% (n=27)	4.9% (n=8)	4.9% (n=8)	3.7% (n=6)
14. I believe my organisation strives to identify and remove barriers to accessing speech and language therapy services.		4.3% (n=7)	5.5% (n=9)	6.7% (n=11)	8% (n=13)	9.2% (n=15)	10.4% (n=17)	19.6% (n=32)	14.7% (n=24)	9.2% (n=15)	8% (n=13)	4.3% (n=7)
15. In my organisation I believe we can usually access the services of an appropriate interpreter when needed and assessment and therapy are delivered in home language.	3.1% (n=5))	3.1% (n=5)	2.5% (n=4)	4.9% (n=8)	3.1% (n=5)	10.4% (n=17)	9.2% (15)	12.9% (n=21)	17.2% (n=28)	12.3% (n=20)	17.2% (n=28)	4.3% (n=7)
16. I feel confident conducting assessments in languages other than English.	4.9% (n=8)	12.9% (n=21)	6.7% (n=11)	6.1% (n=10)	7.4% (n=12)	10.4% (n=17)	11% (n=18)	12.9% (n=21)	12.3% (n=20)	6.7% (n=11)	1.8% (n=3)	6.7% (n=11)
17. I feel confident talking to service users and families to understand their language, culture and religion so that I can adapt my practice appropriately		0.6% (n=1)	3.7% (n=6)	4.9% (n=8)	4.9% (n=8)	9.8% (n=16)	16% (n=26)	20.9% (n=34)	15.3% (n=25)	13.5% (n=22)	9.8% (n=16)	0.6% (n=1)
18. I feel confident that I can access RCSLT guidance and Clinical Excellence Networks to build my understanding of meeting the needs of diverse populations.	0.6% (n=1)	3.7% (n=6)	3.7% (n=6)	3.1% (n=5)	4.9% (n=8)	11.7% (n=19)	17.2% (n=28)	21.5% (n=35)	13.5% (n=22)	11% (n=18)	8.6% (n=14)	0.6% (n=1)
19. All in all, I'm confident that my organisation supports the needs of our diverse populations well.		4.9% (n=8)	4.9% (n=8)	6.1% (n=10)	10.4% (n=17)	20.9% (n=34)	16% (n=26)	16.6% (n=27)	12.9% (n=21)	3.7 (n=6)	1.2% (n=2)	2.5% (n=4)
20. All in all, I'm confident I have the knowledge and skills to adapt my own clinical		1.8% (n=3)	1.8% (n=3)	1.8% (n=3)	9.8% (n=16)	16.6% (n=27)	23.9% (n=39)	19% (n=31)	14.7% (n=24)	8% (n=13)	1.8% (n=3)	0.6% (n=1)

practice to meet the needs of diverse populations.												
21. In my organisation / On my course, I believe there are strong structures and systems to support staff / students from underrepresented groups and SLTs / students know how to access this support.	1.2% (n=2)	7.4% (n=12)	9.8% (n=16)	10.4% (n=17)	7.4% (n=12)	16.0% (n=26)	16.6% (n=27)	11.0% (n=18)	8.6% (n=14)	6.1% (n=10)	1.2% (n=2)	4.3% (n=7)
22. In my organisation / On my course, I believe SLTs / students know how to escalate concerns if they experience or witness racism or discrimination.	1.2% (n=2)	8.6% (n=14)	4.3% (n=7)	3.1% (n=5)	8% (n=13)	9.2% (n=15)	10.4% (n=17)	10.4% (n=17)	20.2% (n=33)	11.7% (n=19)	12.3% (n=20)	0.6% (n=1)
23. In my organisation / On my course, I believe SLTs / students from underrepresented groups have a positive experience.	1.2% (n=2)	3.7% (n=6)	6.1% (n=10)	5.5% (n=9)	6.1% (n=10)	20.9% (n=34)	13.5% (n=22)	17.2% (n=28)	14.7% (n=24)	6.1% (n=10)	3.1% (n=5)	1.8% (n=3)
24. All in all, I'm confident that SLTs / students from underrepresented groups are well supported in my organisation / on my course.	1.2% (n=2)	5.5% (n=9)	6.1% (n=10)	6.7% (n=11)	6.7% (n=11)	14.7% (n=24)	12.3% (n=20)	17.2% (n=28)	12.9% (n=21)	11.7% (n=19)	3.7% (n=6)	1.2% (n=2)
25. In my team / On my course and placements, I believe SLTs/students feel safe to have open and frank discussions to enable learning.	1.2% (n=2)	4.9% (n=8)	6.1% (n=10)	4.9% (n=8)	9.8% (n=16)	12.9% (n=21)	7.4% (n=12)	15.3% (n=25)	20.2% (n=33)	8.6% (n=14)	8.0% (n=13)	0.6% (n=1)
26. In my team / On my course and placements, I believe we value and celebrate different cultures, religions and languages and seek to address perceived racial biases.		5.5% (n=9)	4.3% (n=7)	5.5% (n=9)	8.0% (n=13)	10.4% (n=17)	6.7% (n=11)	16.0% (n=26)	23.3% (n=38)	11.0% (n=18)	5.5% (n=9)	3.7% (n=6)
27. In my team / On my course and placements I believe I can be my authentic self.		4.9% (n=8)	2.5% (n=4)	5.5% (n=9)	3.1% (n=5)	4.9% (n=8)	11.7% (n=19)	14.1% (n=23)	17.2% (n=28)	13.5% (n=22)	20.9% (n=34)	1.8% (n=3)

28. All in all, I am confident that SLTs / students from underrepresented groups are well supported in my team / on my course.	1.8% (n=3)	5.5% (n=9)	4.3% (n=7)	6.1% (n=10)	6.7% (n=11)	9.8% (n=16)	13.5% (n=22)	15.3% (n=25)	16.0% (n=26)	11.7% (n=19)	6.1% (n=10)	3.1% (n=5)
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Confidence rating scale (0-10)	0	1	2	3	4	5	6	7	8	9	10	No response
Questions												
5. I believe my organisation has strong plans to ensure its workforce reflects the local community at all levels of seniority.	1.8% (n=3)	3.1% (n=5)	4.3% (n=7)	8% (n=13)	9.8% (n=16)	18.4% (n=30)	11.7% (n=19)	16.6% (n=27)	18.4% (n=30)	5.5% (n=9)	2.5% (n=4)	
6. In my organisation, I believe we reach out to the local community to encourage people from underrepresented groups to study speech and language therapy	6.1% (n=10)	22.1% (n=36)	14.7% (n=24)	7.4% (n=12)	9.8% (n=16)	14.1% (n=23)	5.5% (n=9)	4.3% (n=7)	4.3% (n=7)	1.8% (n=3)	0.6% (n=1)	0.6% (n=1)
7. In my organisation, I believe we reach out to the local community to encourage people from underrepresented groups to study speech and language therapy	1.8% (n=3)	6.7% (n=11)	6.1% (n=10)	5.5% (n=9)	9.2% (n=15)	11.7% (n=19)	9.8% (n=16)	14.1% (n=23)	16.6% (n=27)	9.8% (n=16)	7.4% (n=12)	1.2% (n=2)
8. In my team, I believe there is an effective education and training plan for all staff with key learning outcomes and ongoing evaluation of change.	1.8% (n=3)	8% (n=13)	4.9% (n=8)	8% (n=13)	6.7% (n=11)	9.8% (n=16)	10.4% (n=17)	19.6% (n=32)	12.3% (n=20)	9.7% (n=16)	8% (n=13)	0.6% (n=1)
9. In my team, I believe SLTs from underrepresented groups have equal access to education and training to support career development.	1.8% (n=3)	5.5% (n=9)	2.5% (n=4)	6.1% (n=10)	3.7% (n=6)	12.9% (n=21)	5.5% (n=9)	8% (n=13)	12.9% (n=21)	12.9% (n=21)	25.8% (n=42)	2.5% (n=4)
10. I believe my organisation is committed to meeting the needs of the diverse populations it serves.	0.6% (n=1)	3.1% (n=5)	2.5% (n=4)	6.7% (n=11)	3.7% (n=6)	9.2% (n=15)	12.9% (n=21)	16% (n=26)	20.2% (n=33)	12.9% (n=21)	11.7% (n=19)	0.6% (n=1)
11. I believe my organisation effectively monitors speech and language therapy service use and outcomes in order to understand and evaluate the kinds of communities we serve and our impact.	1.8% (n=3)	10.4% (n=17)	13.5% (n=22)	6.7% (n=11)	8.6% (n=14)	14.1% (n=23)	12.9% (n=21)	11% (n=18)	11.7% (n=19)	1.2% (n=2)	3.1% (n=5)	4.9% (n=8)

12. I believe my organisation effectively analyses population data and caseload data to identify unmet needs for speech and language therapy.	2.5% (n=4)	19% (n=31)	13.5% (n=22)	9.8% (n=16)	9.8% (n=16)	10.4% (n=17)	8% (n=13)	8% (n=13)	5.5% (n=9)	3.1% (n=5)	2.5% (n=4)	8% (n=13)
13. In my organisation, I believe speech and language therapy services are effectively designed and delivered to support individualised and personalised care taking account of cultural, religious and linguistic needs.	1.2% (n=2)	4.9% (n=8)	3.7% (n=6)	4.9% (n=8)	5.5% (n=9)	18.4% (n=30)	11% (n=18)	20.2% (n=33)	16.6% (n=27)	4.9% (n=8)	4.9% (n=8)	3.7% (n=6)
14. I believe my organisation strives to identify and remove barriers to accessing speech and language therapy services.		4.3% (n=7)	5.5% (n=9)	6.7% (n=11)	8% (n=13)	9.2% (n=15)	10.4% (n=17)	19.6% (n=32)	14.7% (n=24)	9.2% (n=15)	8% (n=13)	4.3% (n=7)
15. In my organisation I believe we can usually access the services of an appropriate interpreter when needed and assessment and therapy are delivered in home language.	3.1% (n=5))	3.1% (n=5)	2.5% (n=4)	4.9% (n=8)	3.1% (n=5)	10.4% (n=17)	9.2% (n=15)	12.9% (n=21)	17.2% (n=28)	12.3% (n=20)	17.2% (n=28)	4.3% (n=7)
16. I feel confident conducting assessments in languages other than English.	4.9% (n=8)	12.9% (n=21)	6.7% (n=11)	6.1% (n=10)	7.4% (n=12)	10.4% (n=17)	11% (n=18)	12.9% (n=21)	12.3% (n=20)	6.7% (n=11)	1.8% (n=3)	6.7% (n=11)
17. I feel confident talking to service users and families to understand their language, culture and religion so that I can adapt my practice appropriately		0.6% (n=1)	3.7% (n=6)	4.9% (n=8)	4.9% (n=8)	9.8% (n=16)	16% (n=26)	20.9% (n=34)	15.3% (n=25)	13.5% (n=22)	9.8% (n=16)	0.6% (n=1)
18. I feel confident that I can access RCSLT guidance and Clinical Excellence Networks to build my understanding of meeting the needs of diverse populations.	0.6% (n=1)	3.7% (n=6)	3.7% (n=6)	3.1% (n=5)	4.9% (n=8)	11.7% (n=19)	17.2% (n=28)	21.5% (n=35)	13.5% (n=22)	11% (n=18)	8.6% (n=14)	0.6% (n=1)
19. All in all, I'm confident that my organisation supports the needs of our diverse populations well.		4.9% (n=8)	4.9% (n=8)	6.1% (n=10)	10.4% (n=17)	20.9% (n=34)	16% (n=26)	16.6% (n=27)	12.9% (n=21)	3.7% (n=6)	1.2% (n=2)	2.5% (n=4)
20. All in all, I'm confident I have the knowledge and skills to adapt my own clinical practice to meet the needs of diverse populations.		1.8% (n=3)	1.8% (n=3)	1.8% (n=3)	9.8% (n=16)	16.6% (n=27)	23.9% (n=39)	19% (n=31)	14.7% (n=24)	8% (n=13)	1.8% (n=3)	0.6% (n=1)

21. In my organisation / On my course, I believe there are strong structures and systems to support staff / students from underrepresented groups and SLTs / students know how to access this support.	1.2% (n=2)	7.4% (n=12)	9.8% (n=16)	10.4% (n=17)	7.4% (n=12)	16.0% (n=26)	16.6% (n=27)	11.0% (n=18)	8.6% (n=14)	6.1% (n=10)	1.2% (n=2)	4.3% (n=7)
22. In my organisation / On my course, I believe SLTs / students know how to escalate concerns if they experience or witness racism or discrimination.	1.2% (n=2)	8.6% (n=14)	4.3% (n=7)	3.1% (n=5)	8% (n=13)	9.2% (n=15)	10.4% (n=17)	10.4% (n=17)	20.2% (n=33)	11.7% (n=19)	12.3% (n=20)	0.6% (n=1)
23. In my organisation / On my course, I believe SLTs / students from underrepresented groups have a positive experience.	1.2% (n=2)	3.7% (n=6)	6.1% (n=10)	5.5% (n=9)	6.1% (n=10)	20.9% (n=34)	13.5% (n=22)	17.2% (n=28)	14.7% (n=24)	6.1% (n=10)	3.1% (n=5)	1.8% (n=3)
24. All in all, I'm confident that SLTs / students from underrepresented groups are well supported in my organisation / on my course.	1.2% (n=2)	5.5% (n=9)	6.1% (n=10)	6.7% (n=11)	6.7% (n=11)	14.7% (n=24)	12.3% (n=20)	17.2% (n=28)	12.9% (n=21)	11.7% (n=19)	3.7% (n=6)	1.2% (n=2)
25. In my team / On my course and placements, I believe SLTs/students feel safe to have open and frank discussions to enable learning.	1.2% (n=2)	4.9% (n=8)	6.1% (n=10)	4.9% (n=8)	9.8% (n=16)	12.9% (n=21)	7.4% (n=12)	15.3% (n=25)	20.2% (n=33)	8.6% (n=14)	8.0% (n=13)	0.6% (n=1)
26. In my team / On my course and placements, I believe we value and celebrate different cultures, religions and languages and seek to address perceived racial biases.		5.5% (n=9)	4.3% (n=7)	5.5% (n=9)	8.0% (n=13)	10.4% (n=17)	6.7% (n=11)	16.0% (n=26)	23.3% (n=38)	11.0% (n=18)	5.5% (n=9)	3.7% (n=6)
27. In my team / On my course and placements I believe I can be my authentic self.		4.9% (n=8)	2.5% (n=4)	5.5% (n=9)	3.1% (n=5)	4.9% (n=8)	11.7% (n=19)	14.1% (n=23)	17.2% (n=28)	13.5% (n=22)	20.9% (n=34)	1.8% (n=3)
28. All in all, I am confident that SLTs / students from underrepresented groups are well supported in my team / on my course.	1.8% (n=3)	5.5% (n=9)	4.3% (n=7)	6.1% (n=10)	6.7% (n=11)	9.8% (n=16)	13.5% (n=22)	15.3% (n=25)	16.0% (n=26)	11.7% (n=19)	6.1% (n=10)	3.1% (n=5)

Please can you Confidence rating scale 0-10	0	1	2	3	4	5	6	7	8	9	10	No response
Questions												
2. On my course, I believe placements are planned and recorded to ensure that fair opportunities are provided.		3.4% (n=1))			3.4% (n=1)		6.9% (n=2))	10.3% (n=3)	37.9% (n=11)	13.8% (n=4)	24.1% (n=7)	
3. On my course, I believe developing the knowledge and skills to meet the needs of a diverse population is treated as an important part of the curriculum by teaching staff.			6.9% (n=2)	3.4% (n=1))	6.9% (n=2)	13.8% (n=4)	6.9% (n=2)	20.7% (n=6)	20.7% (n=6)	17.2% (n=5)	3.4% (n=1)	
21. In my organisation / On my course, I believe there are strong structures and systems to support staff / students from underrepresented groups and SLTs / students know how to access this support.		6.9% (n=2)	6.9% (n=2)	13.8% (n=4)	17.2% (n=5)	13.8% (n=4)	10.3% (n=3)	10.3% (n=3)	13.8% (n=4)	3.4% (n=1))		3.4% (n=1))
22. In my organisation / On my course, I believe SLTs / students know how to escalate concerns if they experience or witness racism or discrimination.		6.9% (n=2)	6.9% (n=2)	6.9% (n=2)	6.9% (n=2)	6.9% (n=2)	6.9% (n=2)	10.3% (n=3)	24.1% (n=7)	13.8% (n=4)	6.9% (n=2)	3.4% (n=1)
23. In my organisation / On my course, I believe SLTs / students from underrepresented groups have a positive experience.		3.4% (n=1))		3.4% (n=1))	6.9% (n=2)	24.1% (n=7)	20.7% (n=6)	17.2% (n=5)	10.3% (n=3)	10.3% (n=3)	3.4% (n=1)	
24. All in all, I'm confident that SLTs / students from underrepresented groups are well supported in my organisation / on my course.		6.9% (n=2)		13.8% (n=4)	3.4% (n=1))	20.7% (n=6)	17.2% (n=5)	10.3% (n=3)	10.3% (n=3)	13.8% (n=4)	3.4% (n=1)	
25. In my team / On my course and placements, I believe SLTs/students feel safe to have open and frank discussions to enable learning.		3.4% (n=1)		3.4% (n=1)	10.3% (n=3)	13.8% (n=4)	17.2% (n=5)	10.3% (n=3)	17.2% (n=5)	13.8% (n=4)	10.3% (n=3)	
26. In my team / On my course and placements, I believe we value and celebrate different		3.4% (n=1)	13.8% (n=4)	3.4% (n=1)	3.4% (n=1)	13.8% (n=4)	17.2% (n=5)	6.9% (n=2)	17.2% (n=5)	6.9% (n=2)	10.3% (n=3)	3.4% (n=1)

cultures, religions and languages and seek to address perceived racial biases.												
27. In my team / On my course and placements I believe I can be my authentic self.		3.4% (n=1)		6.9% (n=2)		6.9% (n=2)	13.8% (n=4)	10.3% (n=3)	20.7% (n=6)	13.8% (n=4)	24.1% (n=7)	
28. All in all, I am confident that SLTs / students from underrepresented groups are well supported in my team / on my course.		6.9% (n=2)	3.4% (n=1)	6.9% (n=2)		17.2% (n=5)	20.7% (n=6)	10.3% (n=3)	20.7% (n=6)		13.8% (n=4)	

Question responses – detailed breakdown

Students

Question 2. On my course, I believe placements are planned and recorded to ensure that fair opportunities are provided.

Table 7. Sub-group analyses results for question 2 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q2	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic student respondent group (n=8)	0% (n=0)	12% (n=1)	88% (n=7)	0% (n=0)
White ethnic student respondent group (n=19)	11% (n=2)	5% (n=1)	84% (n=16)	0% (n=0)

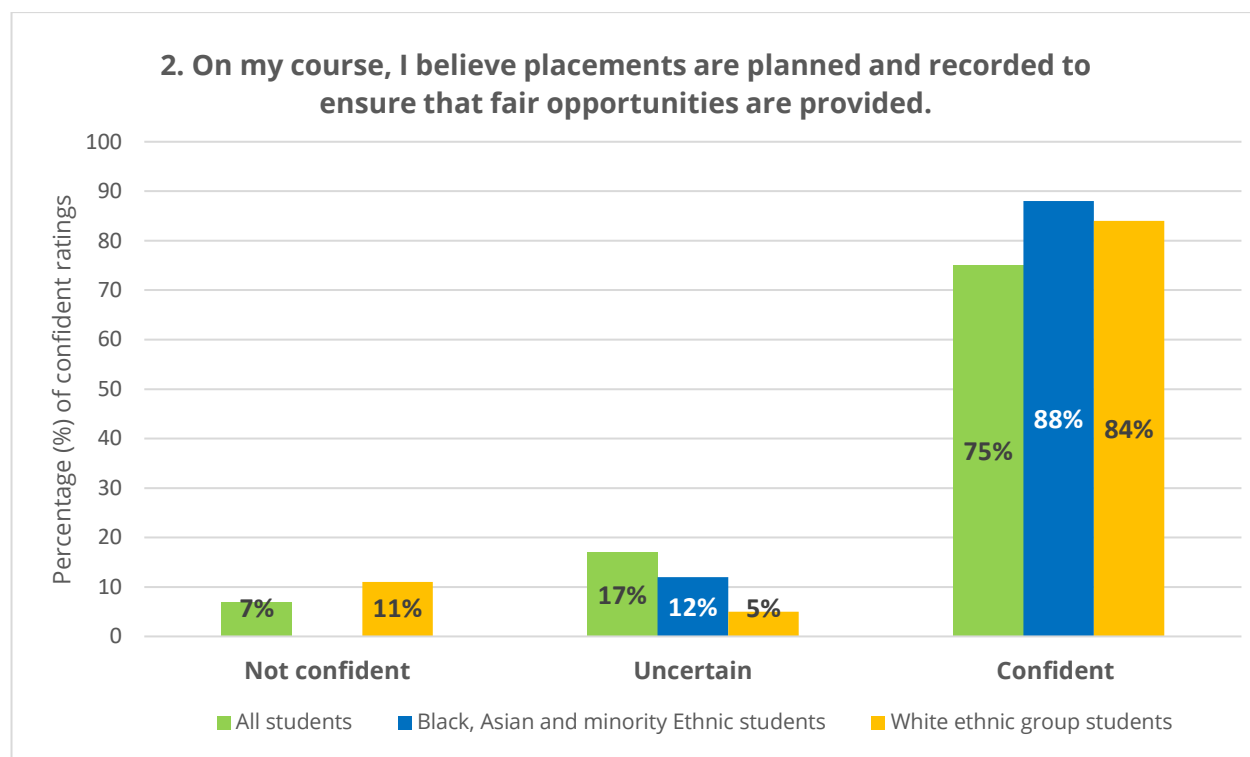


Figure 1: Bar chart representing the distribution of confidence ratings for question 2.

Question 5 (full survey). I believe my organisation has strong plans to ensure its workforce reflects the local community at all levels of seniority.

Table 8: Sub-group analyses results for question 5 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q5	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic	42% (n=16)	29% (n=11)	29% (n=11)	0% (n=0)

clinician respondent group (n=38)				
White ethnic clinician respondent group (n=118)	22% (n=26)	31% (n=36)	48% (n=56)	0% (n=0)

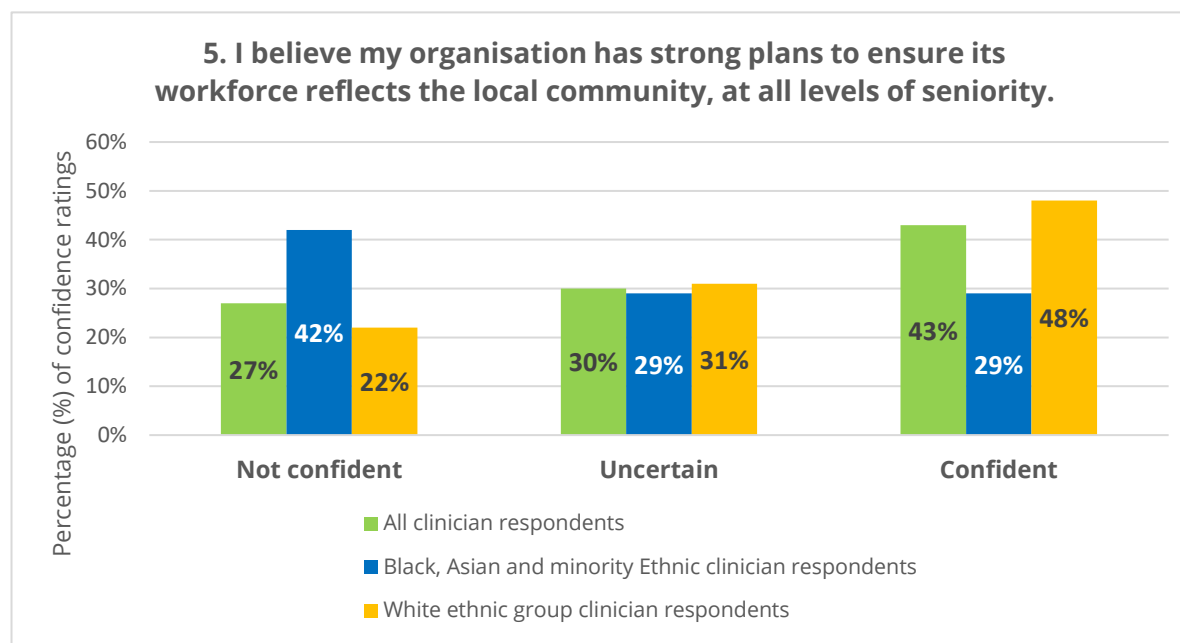


Figure 2: Bar chart representing the distribution of confidence ratings for question 5.

Question 6 (full survey). In my organisation, I believe we reach out to the local community to encourage people from underrepresented groups to study speech and language therapy.

Table 9: Sub-group analyses results for question 6 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q6	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	58% (n=22)	16% (n=11)	8% (n=11)	18% (n=7)
White ethnic clinician respondent group (n=118)	61% (n=72)	24% (n=24)	12% (n=14)	7% (n=8)

Question 7 (full survey). In my organisation, I believe we reach out to the local community to encourage people from underrepresented groups to study speech and language therapy.

Table 10: Sub-group analyses results for question 7 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q7	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	42% (n=16)	26% (n=10)	27% (n=10)	5% (n=2)
White ethnic clinician respondent group (n=118)	25% (n=29)	20% (n=24)	55% (n=65)	0% (n=0)

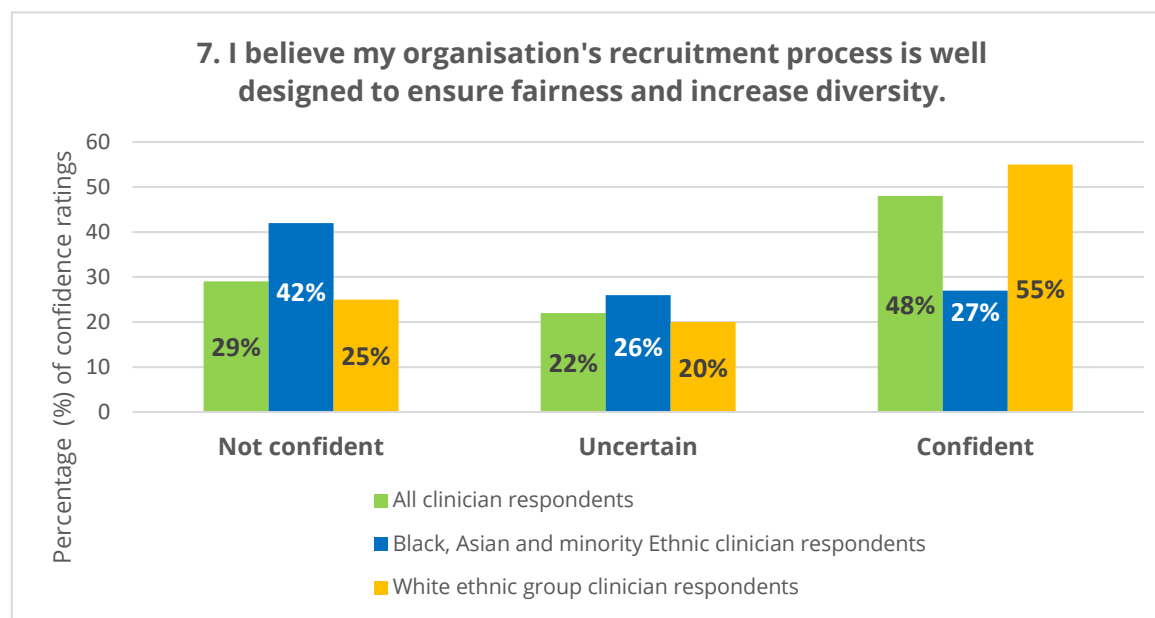


Figure 3: Bar chart representing the distribution of confidence ratings for question 7.

Question 3 (student section). On my course, I believe developing the knowledge and skills to meet the needs of a diverse population is treated as an important part of the curriculum by teaching staff.

Table 11: Sub-group analyses results for question 3 responses (Black, Asian and minority Ethnic student respondents vs white ethnic group student respondents).

Q3	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic student respondent group (n=8)	38% (n=3)	24% (n=2)	38% (n=3)	0% (n=0)

White ethnic student respondent group (n=19)	11% (n=2)	5% (n=1)	84% (n=16)	0% (n=0)
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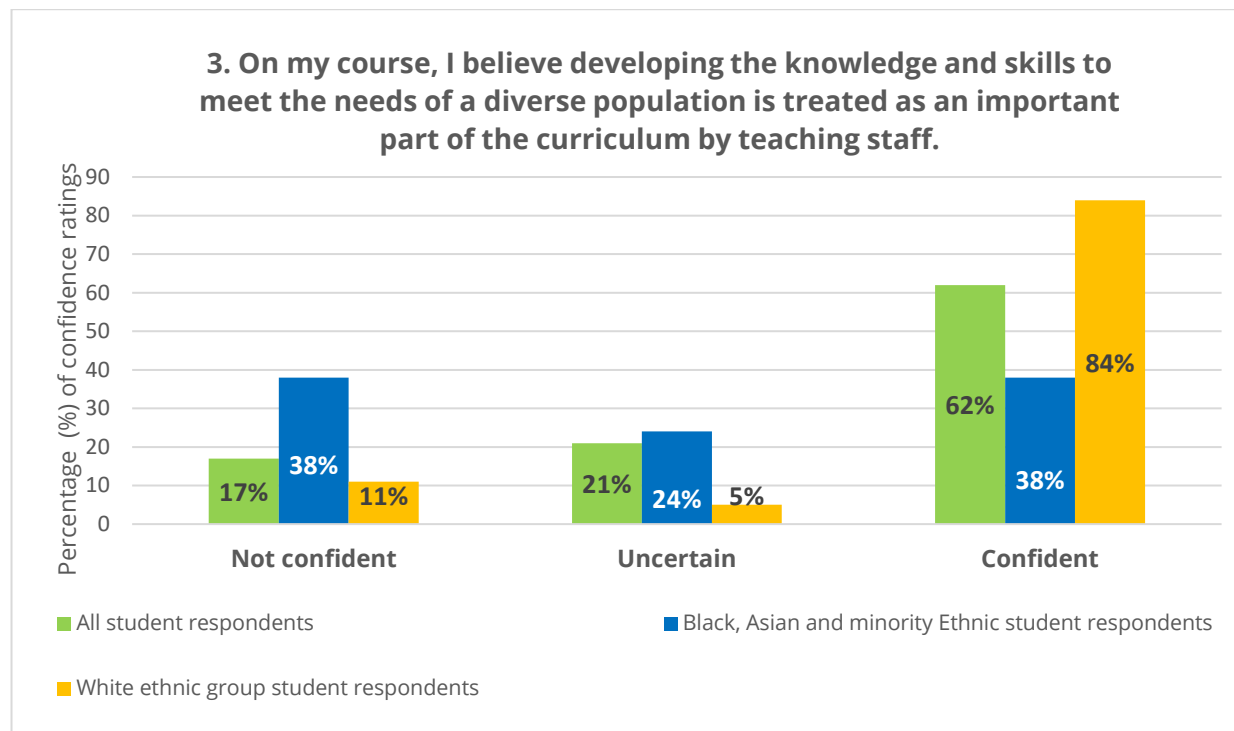


Figure 4: Bar chart representing the distribution of confidence ratings for question 3.

Question 21 (full survey). In my organisation / On my course, I believe there are strong structures and systems to support staff / students from underrepresented groups and SLTs / students know how to access this support.

Table 12: Sub-group analyses results for question 21 responses (Black, Asian and minority Ethnic student respondents vs white ethnic group student respondents).

Q21	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic student respondent group (n=8)	75% (n=6)	12% (n=1)	0% (n=0)	13% (n=1)
White ethnic student respondent group (n=19)	32% (n=6)	32% (n=6)	36% (n=7)	0% (n=0)

Question 23 (full survey). In my organisation / On my course, I believe SLTs / students from underrepresented groups have a positive experience.

Table 13: Sub-group analyses results for question 23 responses (Black, Asian and minority Ethnic student respondents vs white ethnic group student respondents).

Q23	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic student respondent group (n=8)	12% (n=1)	75% (n=6)	13% (n=1)	0% (n=0)
White ethnic student respondent group (n=19)	16% (n=3)	32% (n=6)	52% (n=10)	0% (n=0)

Question 24 (Full survey). All in all, I'm confident that SLTs / students from underrepresented groups are well supported in my organisation / on my course.

Table 14: Sub-group analyses results for question 24 responses (Black, Asian and minority Ethnic student respondents vs white ethnic group student respondents).

Q24	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic student respondent group (n=8)	37% (n=3)	63% (n=5)	0% (n=0)	0% (n=0)
White ethnic student respondent group (n=19)	21% (n=4)	26% (n=5)	53% (n=10)	0% (n=0)

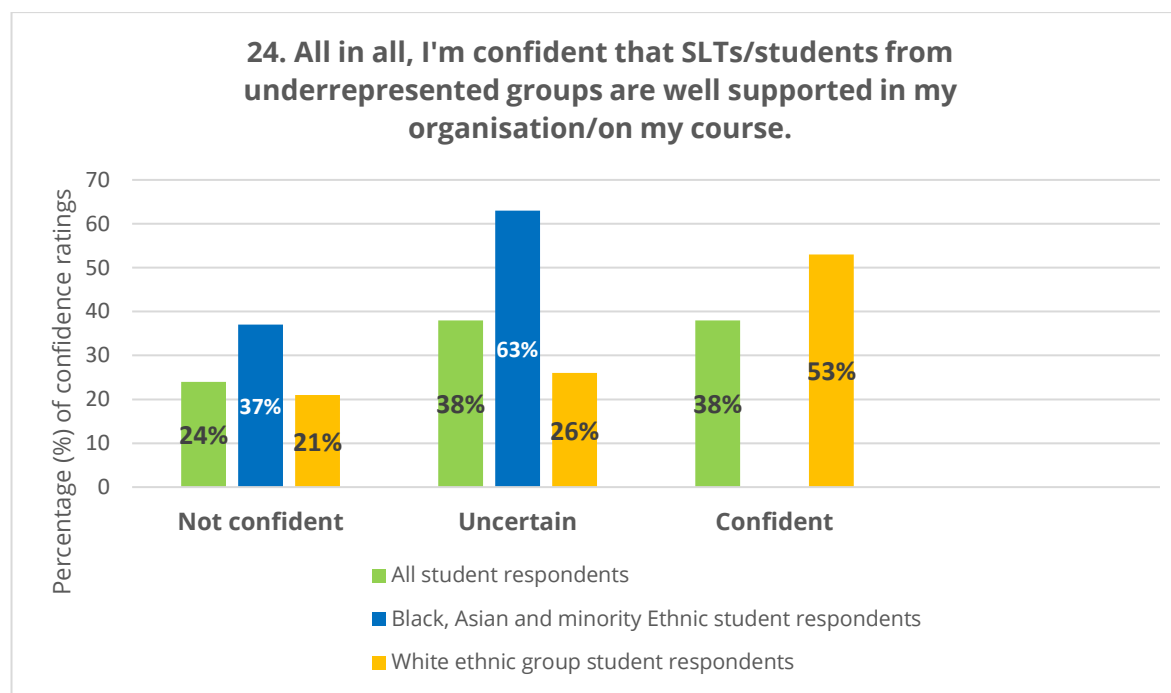


Figure 11: Bar chart representing the distribution of confidence ratings for question 24.

Question 26 (Full survey). In my team / On my course and placements, I believe we value and celebrate different cultures, religions and languages and seek to address perceived racial biases.

Table 15: Sub-group analyses results for question 26 responses (Black, Asian and minority Ethnic student respondents vs white ethnic group student respondents).

Q26	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic student respondent group	38% (n=3)	38% (n=3)	12% (n=1)	12% (n=1)

(n=8)				
White ethnic student respondent group (n=19)	21% (n=4)	26% (n=5)	53% (n=10)	0% (n=0)

Clinicians

Question 10. I believe my organisation is committed to meeting the needs of the diverse populations it serves.

Table 16: Sub-group analyses results for question 10 responses (Black, Asian and minority Ethnic clinician respondents vs White ethnic group clinician respondents).

Q10	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	34% (n=13)	24% (n=9)	40% (n=15)	2% (n=1)
White ethnic clinician respondent group (n=118)	11% (n=13)	21% (n=25)	68% (n=80)	0% (n=0)

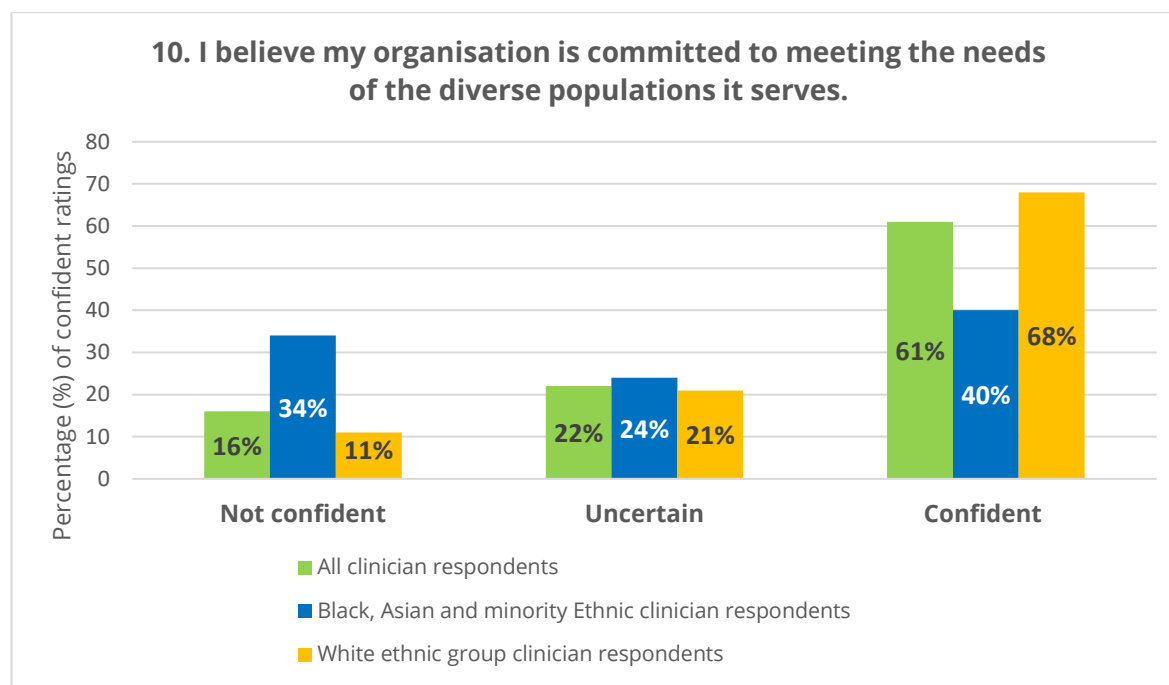


Figure 5: Bar chart representing the distribution of confidence ratings for question 10.

Question 11. I believe my organisation effectively monitors speech and language therapy service use and outcomes in order to understand and evaluate the kinds of communities we serve and our impact.

Table17: Sub-group analyses results for question 11 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q11	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	40% (n=15)	29% (n=11)	21% (n=8)	10% (n=4)

White ethnic clinician respondent group (n=118)	39% (n=46)	28% (n=33)	30% (n=35)	3% (n=4)
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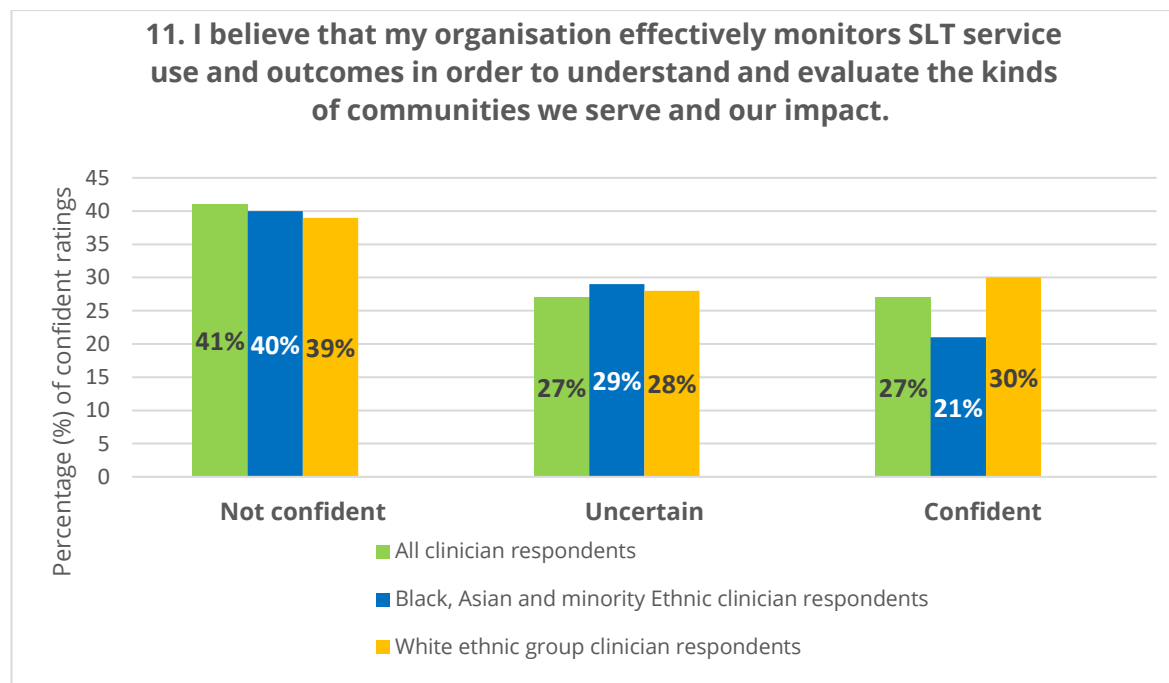


Figure 6: Bar chart representing the distribution of confidence ratings for question 11.

Question 12. I believe my organisation effectively analyses population data and caseload data to identify unmet needs for speech and language therapy.

Table 18: Sub-group analyses results for question 12 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q12	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	47% (n=18)	24% (n=9)	13% (n=5)	16% (n=6)
White ethnic clinician respondent group (n=118)	55% (n=51)	18% (n=21)	27% (n=26)	5% (n=6)

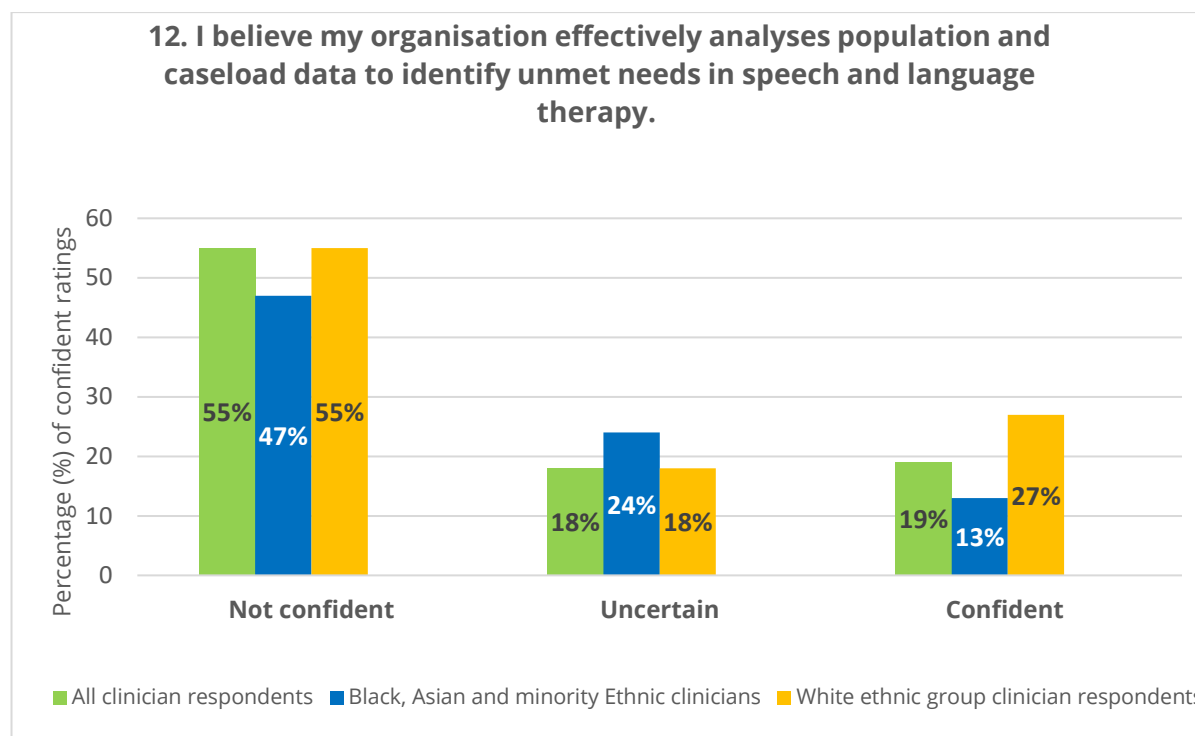


Figure 7: Bar chart representing the distribution of confidence ratings for question 12.

Question 14. I believe my organisation strives to identify and remove barriers to accessing speech and language therapy services.

Table 19: Sub-group analyses results for question 14 responses (Black, Asian and minority Ethnic clinician respondents vs White ethnic group clinician respondents).

Q14	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic	42% (n=16)	11% (n=4)	37% (n=14)	10% (n=4)

clinician respondent group (n=38)				
White ethnic clinician respondent group (n=118)	18% (n=21)	23% (n=27)	57% (n=67)	8% (n=3)

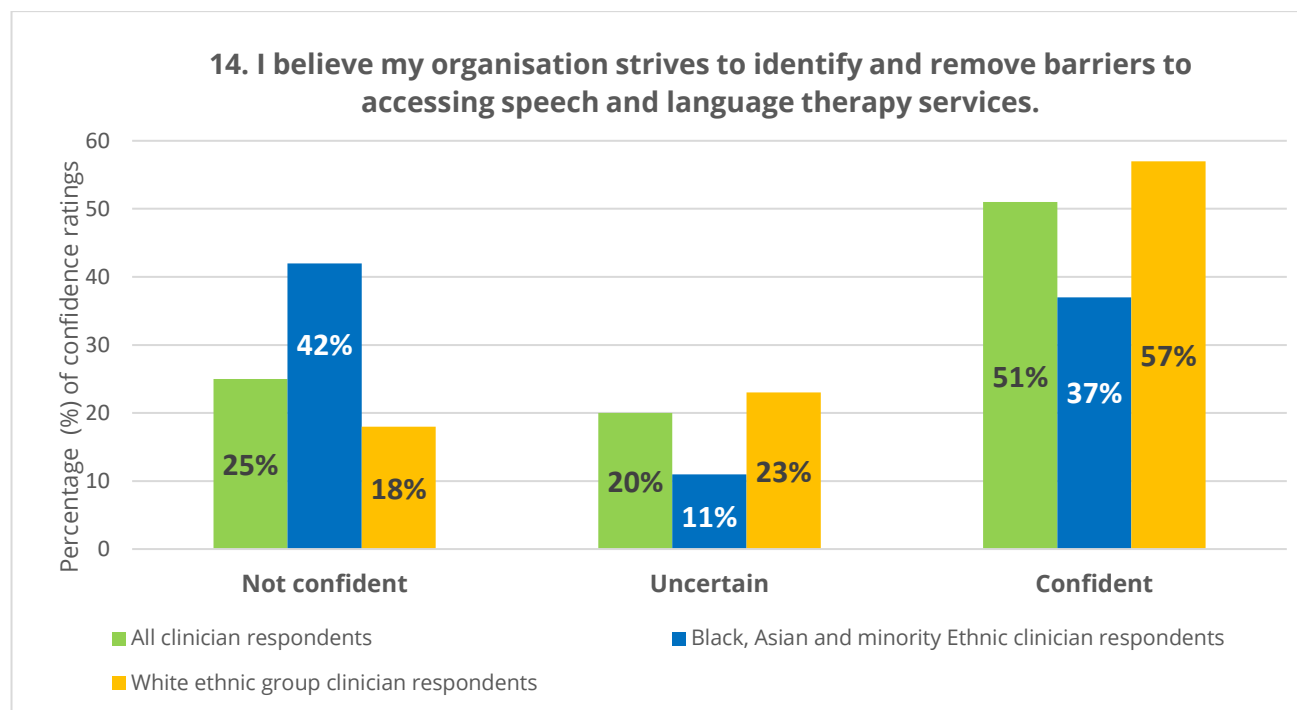


Figure 8: Bar chart representing the distribution of confidence ratings for question 14.

Question 16. I feel confident conducting assessments in languages other than English.

Table 20: Sub-group analyses results for question 16 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q16	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	37% (n=12)	26% (n=10)	26% (n=10)	11% (n=4)
White ethnic clinician respondent group (n=118)	39% (n=46)	19% (n=22)	38% (n=44)	5% (n=6)

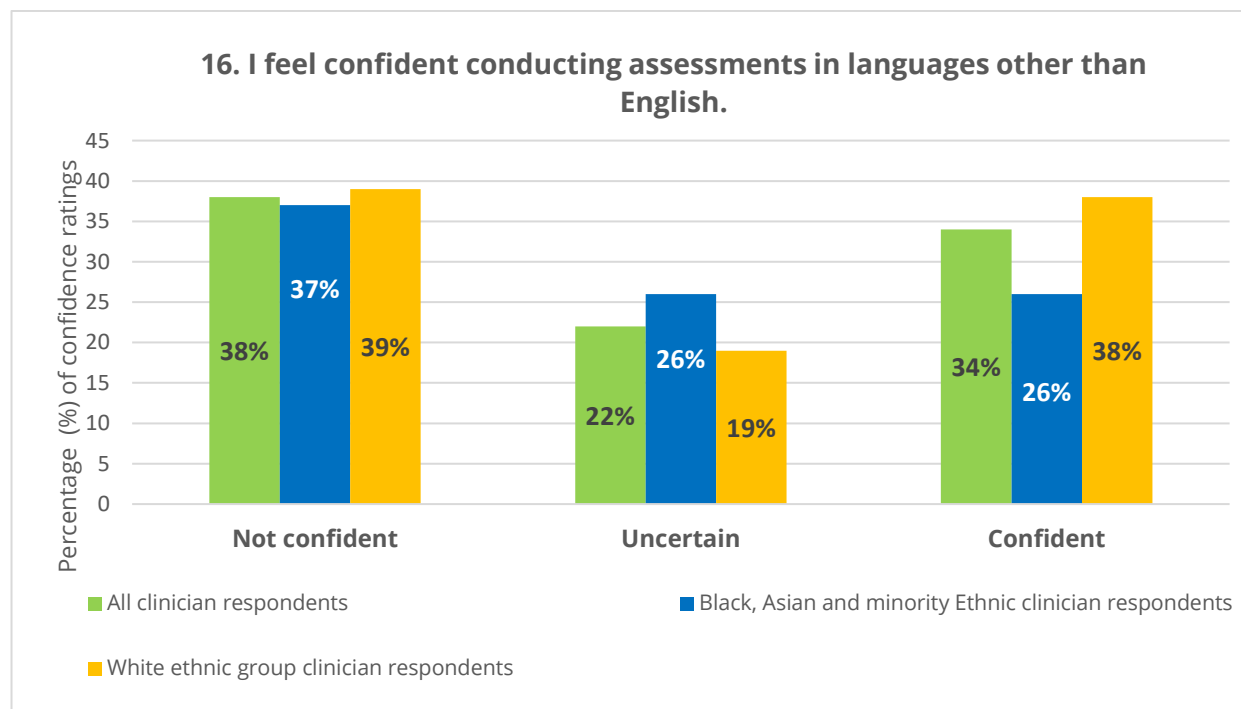


Figure 9: Bar chart representing the distribution of confidence ratings for question 16.

Question 17. I feel confident talking to service users and families to understand their language, culture and religion so that I can adapt my practice appropriately

Table 21: Sub-group analyses results for question 17 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents)

Q17	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	13% (n=5)	24% (n=9)	42% (n=16)	21% (n=8)
White ethnic clinician respondent group (n=118)	15% (n=18)	27% (n=23)	57% (n=67)	1% (n=1)

Question 20. All in all, I'm confident I have the knowledge and skills to adapt my own clinical practice to meet the needs of diverse populations.

Table 22: Sub-group analyses results for question 20 responses (Black, Asian and minority Ethnic clinician respondents vs White ethnic group clinician respondents)

Q20	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	16% (n=6)	47% (n=1)	37% (n=14)	0% (n=0)

White ethnic clinician respondent group (n=118)	16% (n=19)	39% (n=46)	44% (n=52)	1% (n=1)
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Question 21. In my organisation / On my course, I believe there are strong structures and systems to support staff / students from underrepresented groups and SLTs / students know how to access this support.

Table 23: Sub-group analyses results for question 21 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q21	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	50% (n=15)	21% (n=8)	18% (n=7)	11% (n=4)
White ethnic clinician respondent group (n=118)	31% (n=37)	36% (n=43)	30% (n=35)	3% (n=3)

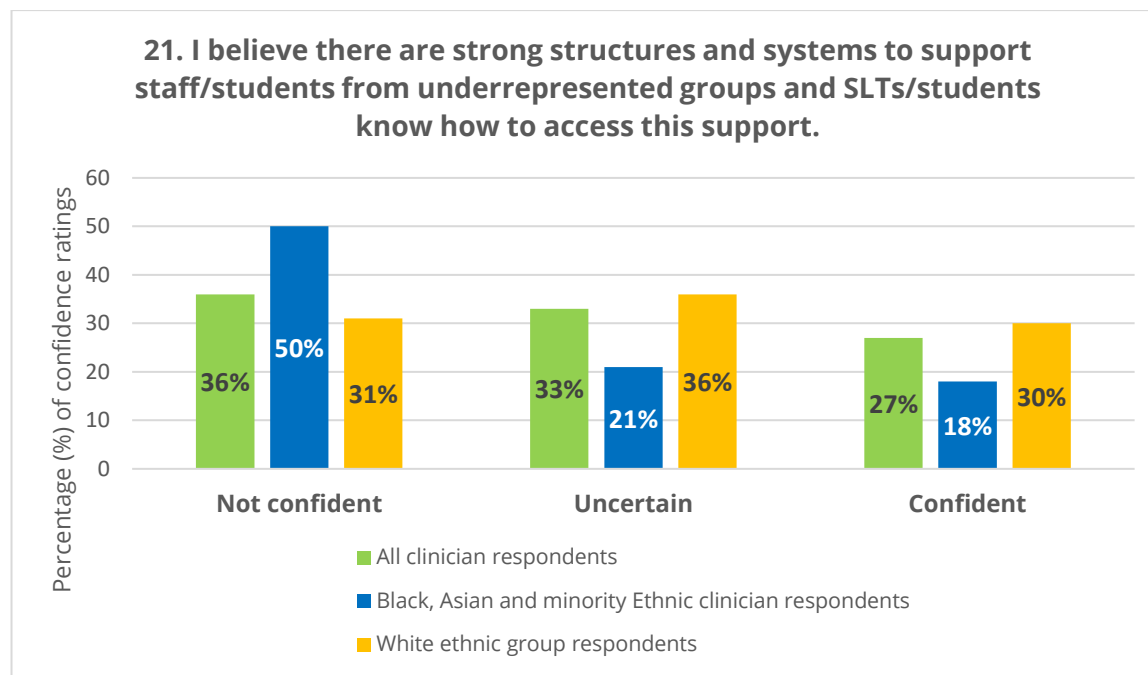


Figure 12: Bar chart representing the distribution of confidence ratings for question 21.

Question 23.

Table 24: Sub-group analyses results for question 23 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q23	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	37% (n=17)	24% (n=9)	26% (n=10)	5% (n=2)

White ethnic clinician respondent group (n=118)	14% (n=17)	38% (n=45)	47% (n=55)	1% (n=1)
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Table 25: Sub-group analyses results for question 24 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q24	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	45% (n=17)	24% (n=9)	29% (n=11)	2% (n=1)
White ethnic clinician respondent group (n=118)	19% (n=23)	28% (n=33)	52% (n=61)	1% (n=1)

Figure 13: Bar chart representing the distribution of confidence ratings for question 24.

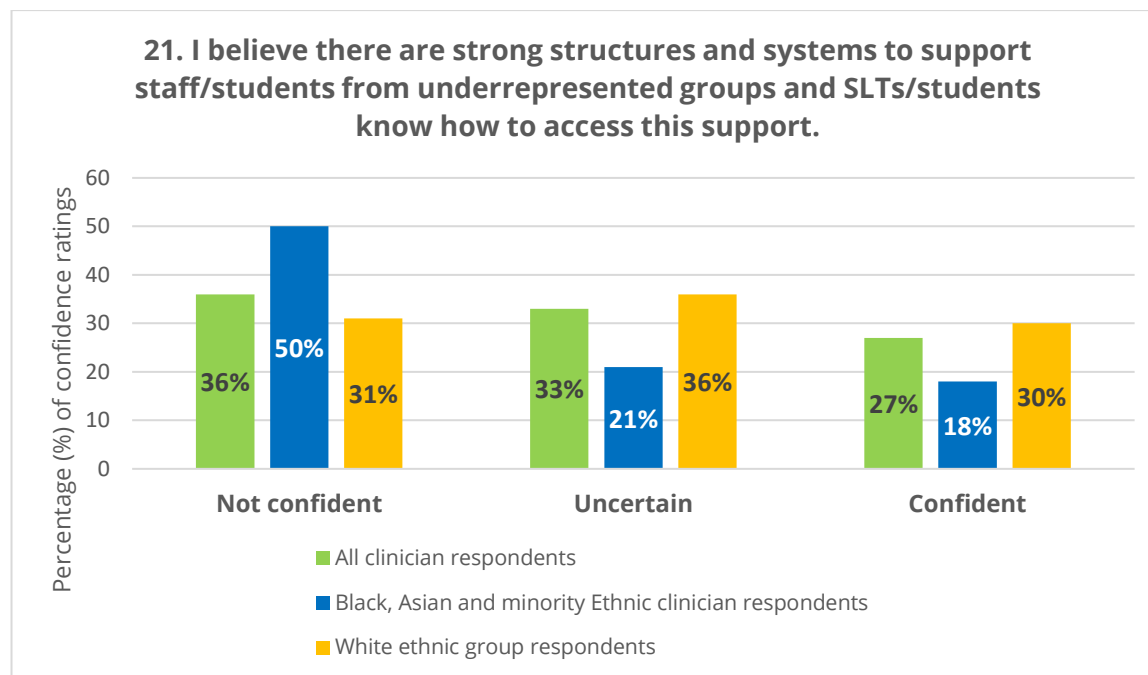


Table 26: Sub-group analyses results for question 26 responses (Black, Asian and minority Ethnic clinician respondents vs white ethnic group clinician respondents).

Q26	Not confident (0-4)	Uncertain (5-6)	Confident (7-10)	No response
Black, Asian and minority Ethnic clinician respondent group (n=38)	45% (n=17)	11% (n=4)	32% (n=12)	12% (n=5)
White ethnic clinician respondent group	15% (n=18)	20% (n=23)	64% (n=76)	1% (n=1)

(n=118)				
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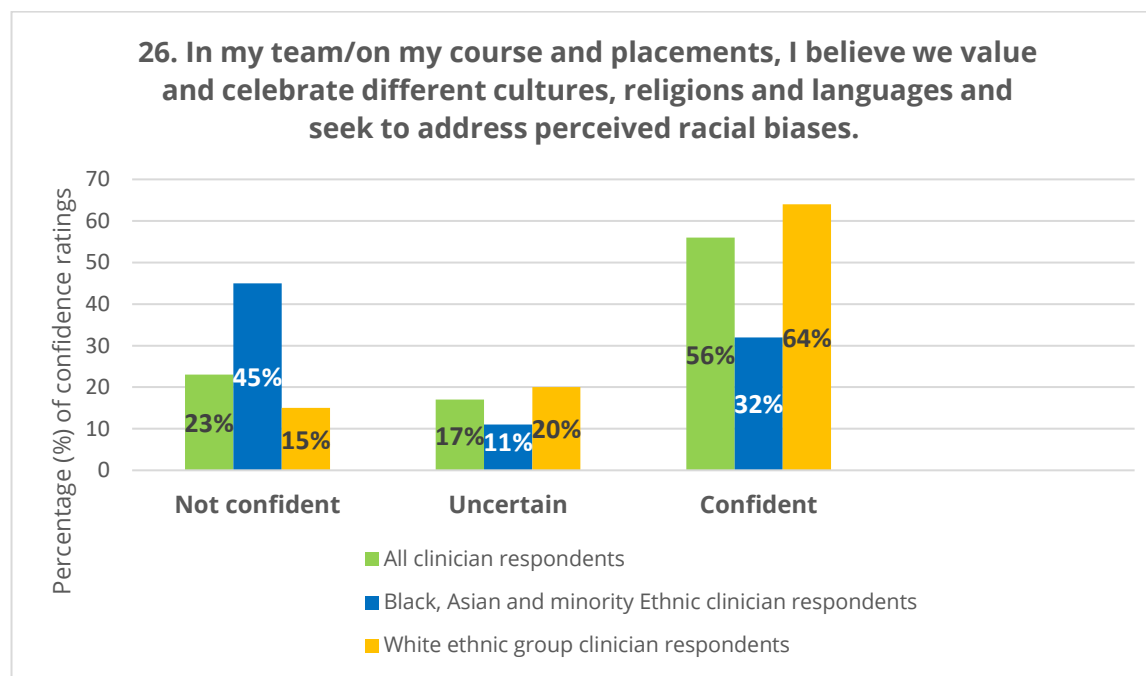


Figure 14: Bar chart representing the distribution of confidence ratings for question 26.

Clinician research priorities

The final research priority ranking list was determined by proportion of 'urgent priority' answers. Full responses can also be found in table below.

1. Anti-racism, diversity and inclusion aspects of training – 56.4%
2. Cultural awareness/competence of SLTs – 49.7%

3. Racism/anti-racism in SLT – 45.4%
4. Meeting the needs of diverse service user populations – 40.5%
5. Black, Asian and minority Ethnic SLTs – 32.5%
6. SLTs with disabilities – 27.7%
7. Clinical management of bilingual service users – 27%
8. LGBTQIA+ SLTs – 17.8%
9. Sex or gender in SLT – 17.2%
10. Religion of SLTs – 6.7%

Table 27: a-j. Number and proportion of survey clinician respondents identifying each research area per degree of priority.

a. Meeting the needs of a diverse SLT service user population		
Level of priority	n	%
Urgent priority	66	40.5%
Priority	82	50.3%
Unsure	6	3.7%
Not a priority	3	1.8%
Not at all a priority	0	0%
No response	6	3.7%

b. Clinical management of bilingual SLT service users		
Level of priority	n	%
Urgent priority	44	27%
Priority	74	45.4%
Unsure	21	12.9%
Not a priority	15	9.2%
Not at all a priority	1	0.6%

No response	8	4.9%
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c. Racism/anti-racism in SLT		
Level of priority	n	%
Urgent priority	74	45.4%
Priority	65	39.9%
Unsure	10	6.1%
Not a priority	5	3.1%
Not at all a priority	1	0.6%
No response	8	4.9%

d. Black, Asian and minority Ethnic SLTs		
Level of priority	n	%
Urgent priority	53	32.5%
Priority	74	45.4%
Unsure	22	13.5%
Not a priority	6	3.7%
Not at all a priority	0	0%
No response	8	4.9%

e. Cultural awareness/competence of SLTs		
Level of priority	n	%
Urgent priority	81	49.7%
Priority	63	38.7%
Unsure	6	3.7%
Not a priority	6	3.7%
Not at all a priority	0	0%

No response	7	4.3%
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f. Religion of SLTs		
Level of priority	n	%
Urgent priority	11	6.7%
Priority	37	22.7%
Unsure	58	35.6%
Not a priority	35	21.5%
Not at all a priority	15	9.2%
No response	7	4.3%

g. SLTs with disabilities		
Level of priority	n	%
Urgent priority	37	22.7%
Priority	81	49.7%
Unsure	31	19%
Not a priority	5	3.1%
Not at all a priority	0	0%
No response	9	5.5%

h. LGBTQIA+ SLTs		
Level of priority	n	%
Urgent priority	29	17.8%
Priority	68	41.7%
Unsure	42	25.8%
Not a priority	14	8.6%
Not at all a priority	3	1.8%
No response	7	4.3%

i. Sex or gender in SLT		
Level of priority	n	%
Urgent priority	28	17.2%
Priority	63	38.7%
Unsure	39	23.9%
Not a priority	18	11%
Not at all a priority	4	2.5%
No response	11	6.7%

j. Anti-racism, diversity and inclusion aspects in SLT training		
Level of priority	n	%
Urgent priority	92	56.4%
Priority	49	30.1%
Unsure	11	6.7%
Not a priority	4	2.5%
Not at all a priority	1	0.6%
No response	6	3.7%

Student research priorities

The final research priority ranking list was determined by proportion of 'urgent priority' answers. Full responses can also be found in the table below.

1. Racism/anti-racism in SLT – 62.1%
2. Anti-racism, diversity and inclusion aspects of training – 55.2%
3. Cultural awareness/competence of SLTs – 55.2%
4. Black, Asian and minority Ethnic SLTs – 27.6%
5. LGBTQIA+ SLTs – 27.6%
6. Meeting the needs of diverse service user populations – 27.6%
7. Clinical management of bilingual service users – 24.1%
8. SLTs with disabilities – 20.7%
9. Sex or gender in SLT – 13.8%
10. Religion of SLTs – 6.9%

Table28: a-j. Number and proportion of survey clinician respondents identifying each research area per degree of priority.

a. Meeting the needs of a diverse SLT service user population		
Level of priority	n	%
Urgent priority	8	27.6%
Priority	20	69%
Unsure	0	0%
Not a priority	1	3.4%
Not at all a priority	0	0%

b. Clinical management of bilingual SLT service users		
Level of priority	n	%
Urgent priority	7	24.1%
Priority	19	65.5%
Unsure	2	6.9%
Not a priority	1	3.4%
Not at all a priority	0	0%

c. Racism/anti-racism in speech and language therapy		
Level of priority	n	%
Urgent priority	18	62.1%
Priority	8	27.6%
Unsure	2	6.9%
Not a priority	1	3.4%
Not at all a priority	0	0%

d. Black, Asian and minority Ethnic SLTs		
Level of priority	n	%
Urgent priority	8	27.6%
Priority	18	62.1%
Unsure	3	10.3%
Not a priority	0	0%
Not at all a priority	0	0%

e. Cultural awareness/competence of SLTs		
Level of priority	n	%

Urgent priority	16	55.2%
Priority	12	41.4%
Unsure	1	3.4%
Not a priority	0	0%
Not at all a priority	0	0%

f. Religion of SLTs		
Level of priority	n	%
Urgent priority	2	6.9%
Priority	11	37.9%
Unsure	9	31%
Not a priority	2	6.9%
Not at all a priority	5	17.2%

g. SLTs with disabilities		
Level of priority	n	%
Urgent priority	6	20.7%
Priority	19	65.5%
Unsure	2	6.9%
Not a priority	2	6.9%
Not at all a priority	0	0%

h. LGBTQIA+ SLTs		
Level of priority	n	%
Urgent priority	8	27.6%
Priority	13	44.8%
Unsure	5	17.2%
Not a priority	2	6.9%

Not at all a priority	1	3.4%
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i. Sex or gender in SLT		
Level of priority	n	%
Urgent priority	4	13.8%
Priority	16	55.2%
Unsure	6	20.7%
Not a priority	2	6.9%
Not at all a priority	1	3.4%

j. Anti-racism, diversity and inclusion aspects in SLT training		
Level of priority	n	%
Urgent priority	16	55.2%
Priority	11	37.9%
Unsure	1	3.4%
Not a priority	1	3.4%
Not at all a priority	0	0.0%

Additional research priority areas

Table 29: Synthesis of open-text suggestions from survey respondents for other research priority topics, ascribed to codes and overarching category.

Category	Codes	Data
Experiences of race and racism at an individual and organisational level within SLT	Dealing with racism – individual	<ul style="list-style-type: none"> Strategies for how to call out racism when observed (amongst clinicians). How to manage racist comments or service users (against staff) How to manage racism observed against others (e.g. YP racist remarks to other YP)
	Dealing with racism - organisation	<ul style="list-style-type: none"> How can organisations respond to racism so that the victim of racism is not left responsible for managing it. An exploration of the occurrences and how to recognise microaggressions, racism, and discrimination.
	Lived experiences of race and racism	<ul style="list-style-type: none"> How to most appropriately support Black, Asian and minority Ethnic SLTs/SLT students who encounter microaggressions, racism and discrimination. Exploration of feelings of imposter syndrome for Black, Asian and minority Ethnic SLTs/SLT students. Supporting parents/carers/guardians to share experiences of racism.
	Race and racism in the workforce	<ul style="list-style-type: none"> How to support minoritised individuals in their applications. A comparison study between Black, Asian and minority Ethnic and white SLTs/SLT students' workload.

		<ul style="list-style-type: none"> • An exploration of the barriers to entering, working in, and progressing in the workplace, unique to Black, Asian and minority Ethnic SLTs. • How confident are organisations that they have heard the voices of black and Asian staff? How are they trying to increase representation? • Is SLT a mono-culture and how can we change this? • How do we effectively attract and keep SLTs from backgrounds more reflective of the general UK population? What measures can SLTs, RCSLT, HEI and the government take? Where should energy be focused? • What are the barriers to recruitment and retention of non-middle class white female SLTs?
Perception and meeting the needs of culturally and linguistically diverse communities	Awareness of cultural diversity in service user communities	<ul style="list-style-type: none"> • Awareness of traveller communities. • Insight into local communities' priorities (specific to area).
	Therapy in culturally diverse service user communities	<ul style="list-style-type: none"> • Therapy experience and outcomes for individuals from diverse backgrounds. • How a particular therapy approach is perceived by different cultures and therefore how it affects the outcomes for the child. • How do service users perceive therapy delivered by a SLT from a different background from themselves? How can any problems identified be resolved? • Are there interaction styles seen in non-white cultures that can be equally as successful as parent child interaction ('Hanen') e.g. triadic communication?
	Service user experience in culturally diverse communities	<ul style="list-style-type: none"> • How service users from ethnic minorities view their experiences with SLT services.

Bilingualism and Multilingualism in clinical practice	Translator/interpreter services	<ul style="list-style-type: none"> • Is there a difference in access to interpreter/translator services in different areas of the UK? • Is there a relationship between access to interpreter/translator services and SLT confidence working with bilingual/multilingual service users? • To what extent does access to interpreter/translator services affect children accessing assessment in all exposed languages?
	Bi/Multilingualism and AAC	<ul style="list-style-type: none"> • Are we meeting the needs of bilingual AAC users and how can we influence companies to create alternative language packages for AAC devices?
	Bi/Multilingual assessment	<ul style="list-style-type: none"> • Anecdotal clinical experience of assessment without access to interpreter/translator services. • Development of standardised paediatric bilingual and multilingual assessment tools.
	Bi/Multilingual therapy	<ul style="list-style-type: none"> • The number of SLTs/SLTAs from minority groups and linguistic minority groups who are consciously or subconsciously asked to work (clinics/school settings) where there is a high number of non-English speaking service users. • Do we know enough about other languages that our service users speak to effectively provide therapy? • Are common advice and therapy approaches Anglo-centric and how do they transfer to the languages service users actually use?
Experiences of Socioeconomic status within SLT	Understanding the experience and impact of SES/class	<ul style="list-style-type: none"> • Perception vs reality of class in speech and language therapy. • Experiences of students who are the first member of their family to go to university. • SLT experiences of service users from disadvantaged backgrounds. • Access to SLT services for those experiencing technology poverty.
Experiences of disability within SLT	Neurodiversity	<ul style="list-style-type: none"> • Neurodiversity within SLTs. • How do we best support neurodiverse students?

	Mental health	<ul style="list-style-type: none"> Mental health and mental health discrimination in speech and language therapy
Awareness and appropriate support for the LGBTQIA+ community	Awareness of the LGBTQIA+ community and their needs	<ul style="list-style-type: none"> LBTQIA+ awareness/competence within speech and language therapy
	Therapy access and support for the LGBTQIA+ community	<ul style="list-style-type: none"> Trans/non-binary people's access to voice and communication therapy

Suggestions for action

Responses below were taken from open-ended questions in the survey (questions 30 and 31), which asked respondents to provide suggestions for 'other topics' or 'specific research questions'.

Table 30. Survey respondents' suggestions for action/change collated through open-answer text boxes, grouped per broad category.

Category	Data
Racism/anti-racism	<ul style="list-style-type: none"> • Provide shadowing opportunities for individuals/applicants from minoritised backgrounds. • Implementation of university staff training regarding EEDI in speech and language therapy. • Promoting more EEDI in the SLT curriculum and changes to styles of teaching to meet the needs of Black, Asian and minority Ethnic students. • Acknowledgment and promoting cultural awareness/sensitivity, bilingualism, and representation by the RCSLT and HEI. • RCSLT responsibility to increase Black, Asian and minority Ethnic SLT/SLT student social media presence. • Employ Black, Asian and minority Ethnic SLTs/SLT students to perform outreach projects within local school communities.
Cultural awareness	<ul style="list-style-type: none"> • Aligning all competency documents to developing cultural competency in the subject area.
Bi/multilingualism	<ul style="list-style-type: none"> • SLTs who assess service users in their first language are not financially recognised for use of their

	additional language. The RCSLT needs to recognise this in order for service leads to recognise it.
Policy level	<ul style="list-style-type: none"> • A structured supervision system utilising the CEN leaders and advisors, i.e. not direct line managers so there is confidentiality, diversity of support and no direct work-related implications. These advisors and CEN leaders should receive training and support themselves. This would create bottom-up input in a safe space as well as provide the leaders with the opportunity to touch base at grass roots level and keep the discussion progressing.
Training	<ul style="list-style-type: none"> • Continued improved access to advanced practice courses with online access for those with family commitments. • Supporting students on related courses to consider a move into speech and language therapy.
Other marginalised groups	<ul style="list-style-type: none"> • Ageism needs to be addressed. • I am currently conducting research in LGBT+ cultural awareness/competence in SLT and trans/non-binary people's access to voice and communication therapy.