



# RCSLT Connect England

17 October 2024







# Welcome and housekeeping

Steve Jamieson  
CEO, RCSLT

✕ #RCSLTConnectEngland





# Housekeeping

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- Do speak to RCSLT staff over breaks and lunch
- Toilets are located outside the main room and in the main hotel lobby
- There is no fire alarm today. Please follow the signs to the nearest exit if it goes off
- Refreshments will be served in the main room – please do bring your lunch to the tables to sit and eat comfortably
- Workshops will be held in rooms on the 1<sup>st</sup> floor, as well as in the main room. Please refer to signage or speak to RCSLT staff if you are unsure of where to go
- Get involved on X - #RCSLTConnectEngland





Office for Health  
Improvement  
& Disparities

## **AHP opportunities – leadership, public health, health inequalities and environmental sustainability**

Linda Hindle OBE

Deputy Chief AHP Officer and National Engagement Lead for Police, Fire and Ambulance Services

Office for Health Improvement and Disparities



# **Format**

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**My career journey**

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**My current role**

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**Our public health journey**

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**Health Inequalities – how can we make a difference**

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**Our role in improving environmental sustainability**

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**Things I would tell my early-career self**



# My career journey





## **Our Ambition – AHPs are recognised as an integral part of the public health workforce**

- **Well over 200,000 AHPs and 40,000 AHP support workers in UK**
- **Over 4 million contacts per week**
- **AHPs work across NHS, social care, education, private and voluntary sectors**
- **We work across the life course in a wide range of specialities**



**AHPs have the potential to add to virtually every public health priority**





# **Why AHPs are well placed to improve health and reduce inequalities**

**We routinely incorporate questioning around healthy lifestyles and wellbeing within our assessments.**

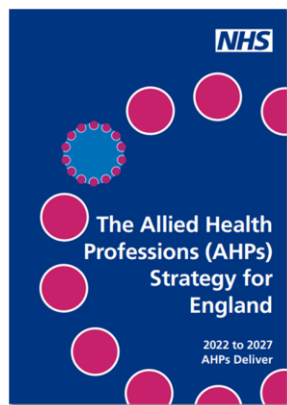
**Our interventions enable us to develop a relationship and rapport with clients**

**We have well developed behaviour change skills**

**We provide care in communities and closer to home**







## Context

**HCPC new standards about promoting public health and preventing ill-health**

**15.1: understand the role of their profession in health promotion, health education and preventing ill-health**

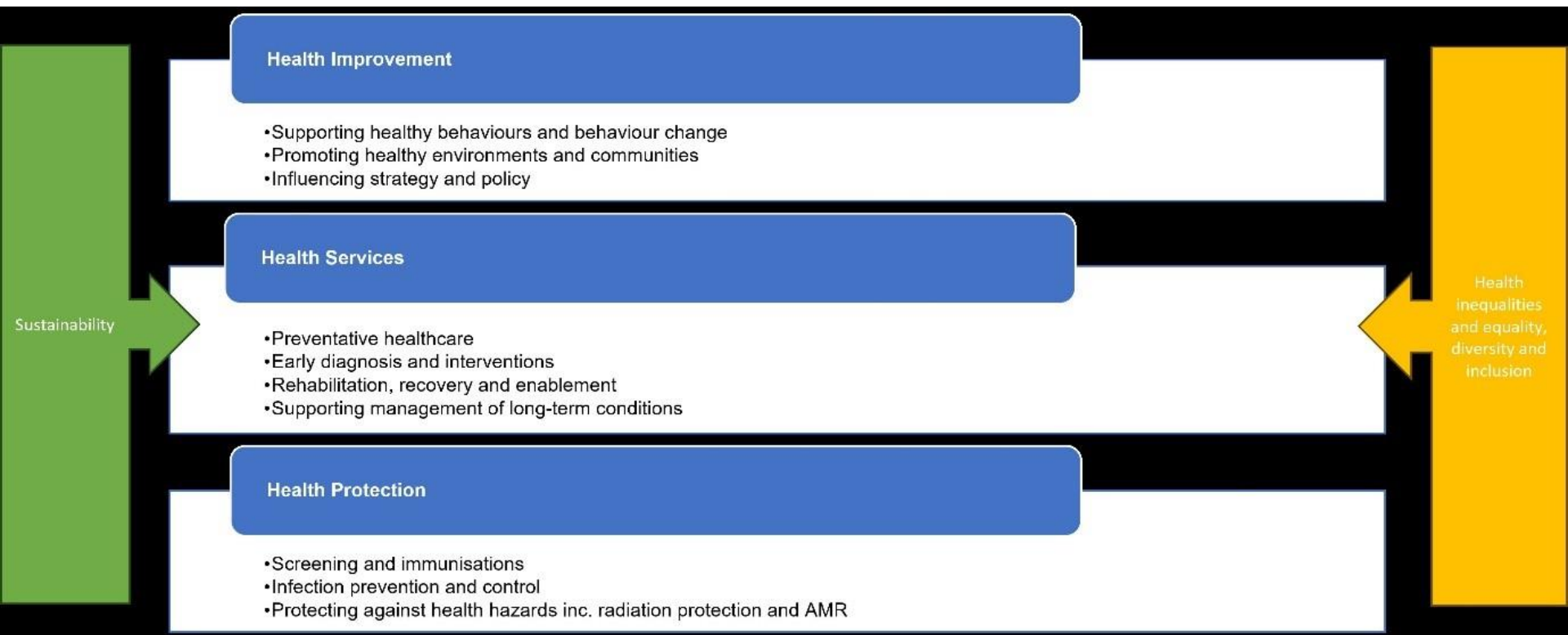
**15.2: understand how social, economic and environmental factors (wider determinants of health) can influence a person's health and well-being**

**15.3: empower and enable individuals (including service users and colleagues) to play a part in managing their own health**

**15.4: engage in occupational health, including being aware of immunisation requirements**







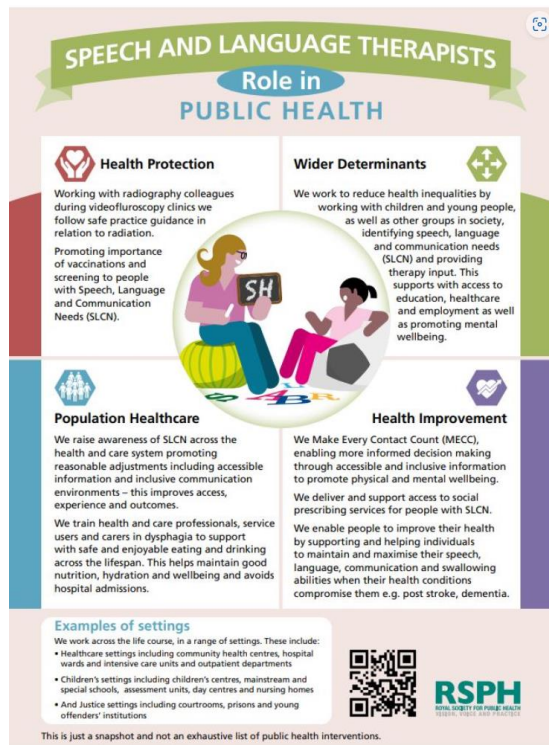




Downstream



# Speech and language therapists role in public health



**Speech language and communication development in early years**

**Making every contact count**

**Dysphagia support – improving nutrition and hydration**

**Communication access**

**Social prescribing opportunities such as community choirs**

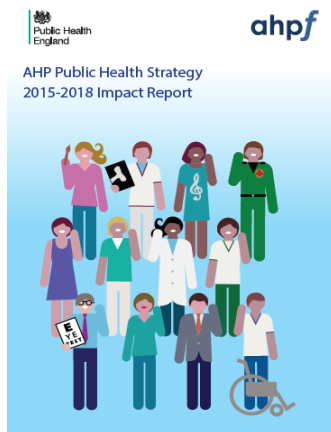




# Our Journey

## Our Ambition

*'To be recognised as an integral part of the public health system'*



2024 impact report

Coming soon

2025-2030 strategy

Coming soon

@hindlelinda





## Our progress

Increased recognition by stakeholders

Increased engagement by practitioners

Educators incorporating public health into their curricula

Increased focus on public health research by AHPs





# Emerging themes for new UK AHP Public Health Strategy

Developing the  
workforce

Supporting  
environmental  
sustainability

Innovation and  
scale

Using data and  
intelligence

Social justice  
and wider  
impact

Health  
inequalities

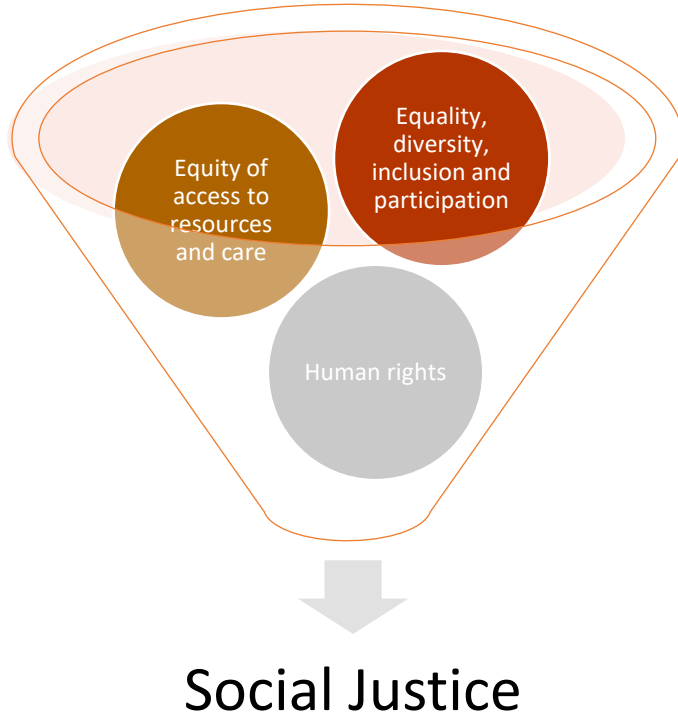
Raising the  
profile of AHPs

A shared  
narrative across  
diverse settings

Advocating for  
communities



# social justice



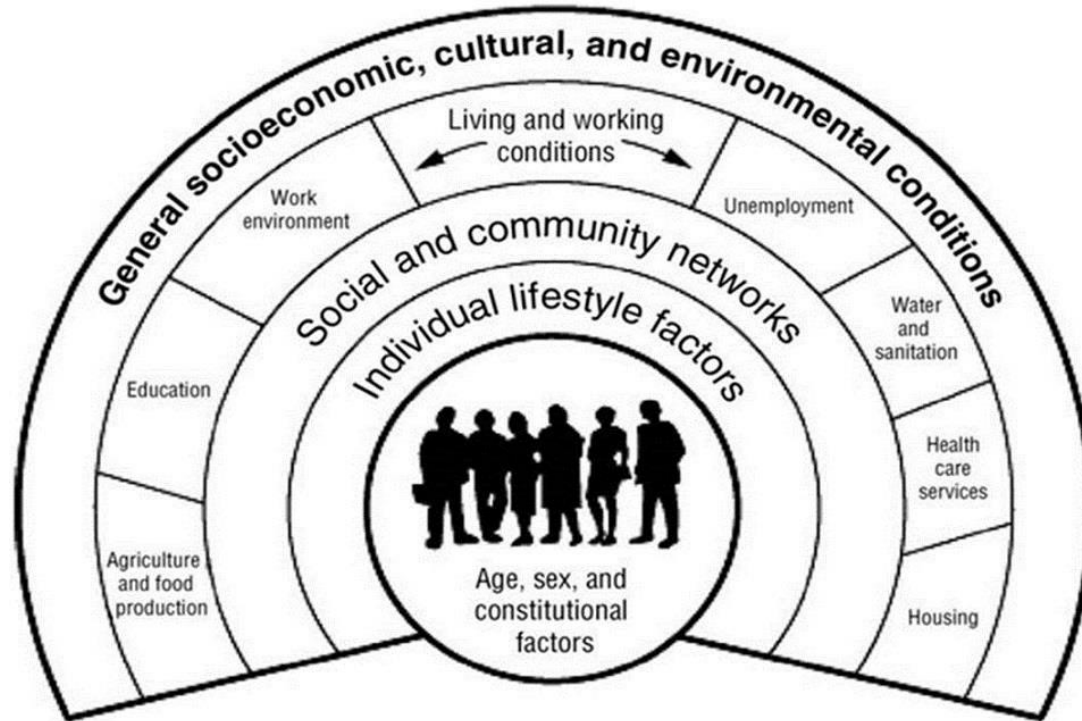
Social Justice is the objective of creating a **fair and equal society** in which each individual matters, their rights are recognised and protected and decisions are made in ways that are fair and honest

Health inequalities are **avoidable, unfair** and **systematic differences in health** between different groups of people

Health inequalities are sometimes referred to as the wider determinants of health or social determinants of health



# Health inequalities have many drivers, but also present many opportunities to intervene



Source: Dahlgren and Whitehead, 1991



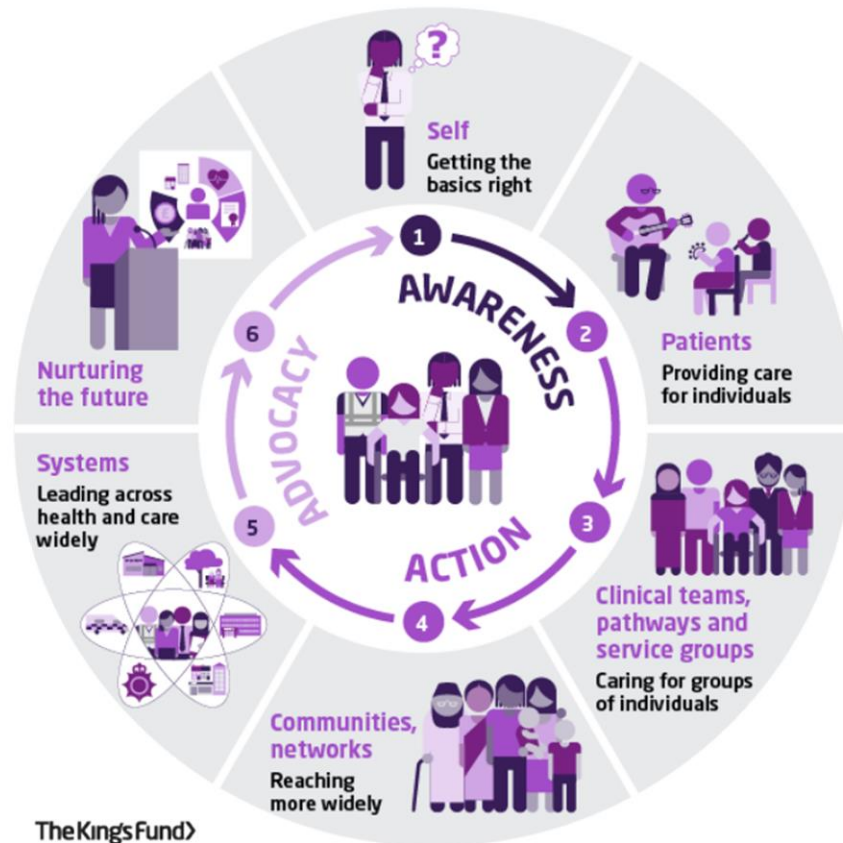
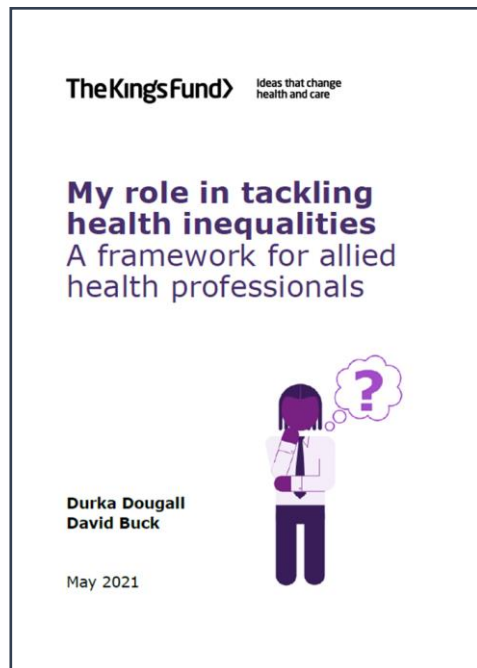


# Between which groups might health inequalities exist?

- **Socio-economic status and deprivation:** e.g. unemployed, low income, people living in deprived areas (e.g. poor housing, poor education and/or unemployment)
- **Protected characteristics:** e.g. age, sex, race, sexual orientation, disability
- **Vulnerable groups of society, or 'inclusion health' groups:** e.g. vulnerable migrants; Gypsy, Roma and Traveller communities; rough sleepers and homeless people; and sex workers
- **Geography:** e.g. urban, rural



## My role in tackling health inequalities: a framework for allied health professionals | The King's Fund ([kingsfund.org.uk](https://kingsfund.org.uk)) (2021)







Office for Health  
Improvement  
& Disparities

Guidance

# Addressing health inequalities across allied health professional (AHP) services: a guide for AHP system leaders

Published 9 May 2024

<https://www.gov.uk/government/publications/addressing-health-inequalities-across-allied-health-professional-ahp-services-a-guide-for-ahp-system-leaders/addressing-health-inequalities-across-allied-health-professional-ahp-services-a-guide-for-ahp-system-leaders>





## Why we have developed the Greener AHP Programme

- Climate change poses a major threat to our health as well as our planet. The environment is changing, that change is accelerating, and this has direct and immediate consequences for our patients, the public and the NHS.
- Climate change is a global emergency and we all have a role to play
- As the third largest clinical workforce in the NHS, AHPs (wherever they work) have a huge opportunity to contribute to a Greener NHS, tackle climate change and improve health
- Much of the work that AHPs do as standard practice already contributes to a Greener NHS
- The Greener AHP hub will help individuals find out how they can take action to help do more





# Priority areas included in the Greener AHP Programme

## Environmental literacy



## Public Health and Prevention



## Reducing the environmental impact of equipment, medicines and resources



## Food and nutrition



## Digital transformation and the application of technology





## Tips for my younger self





# Know your strengths





# Believe in yourself





**Take opportunities and try new things**





# **Develop and maintain relationships and partnerships**





# Develop your own agency





**Maintain a positive, solution focused approach**





# Promote your work





# Thank-you

Linda Hindle

[Linda.hindle@dhsc.gov.uk](mailto:Linda.hindle@dhsc.gov.uk)

@hindlelinda







# RCSLT vision and priorities

# Derek Munn

## Director of Policy and Public Affairs, RCSLT

# Judith Broll

## Director of Professional Development, RCSLT





# Our main areas of strategic focus

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- Equality, diversity and inclusion
- Co-production with service users
- Innovation and excellence in research and clinical practice
- Workforce development
- Profile and opportunity
- Member engagement
- Organisational excellence



# Priorities and big-ticket items for 2024 / 2025 RCSLT

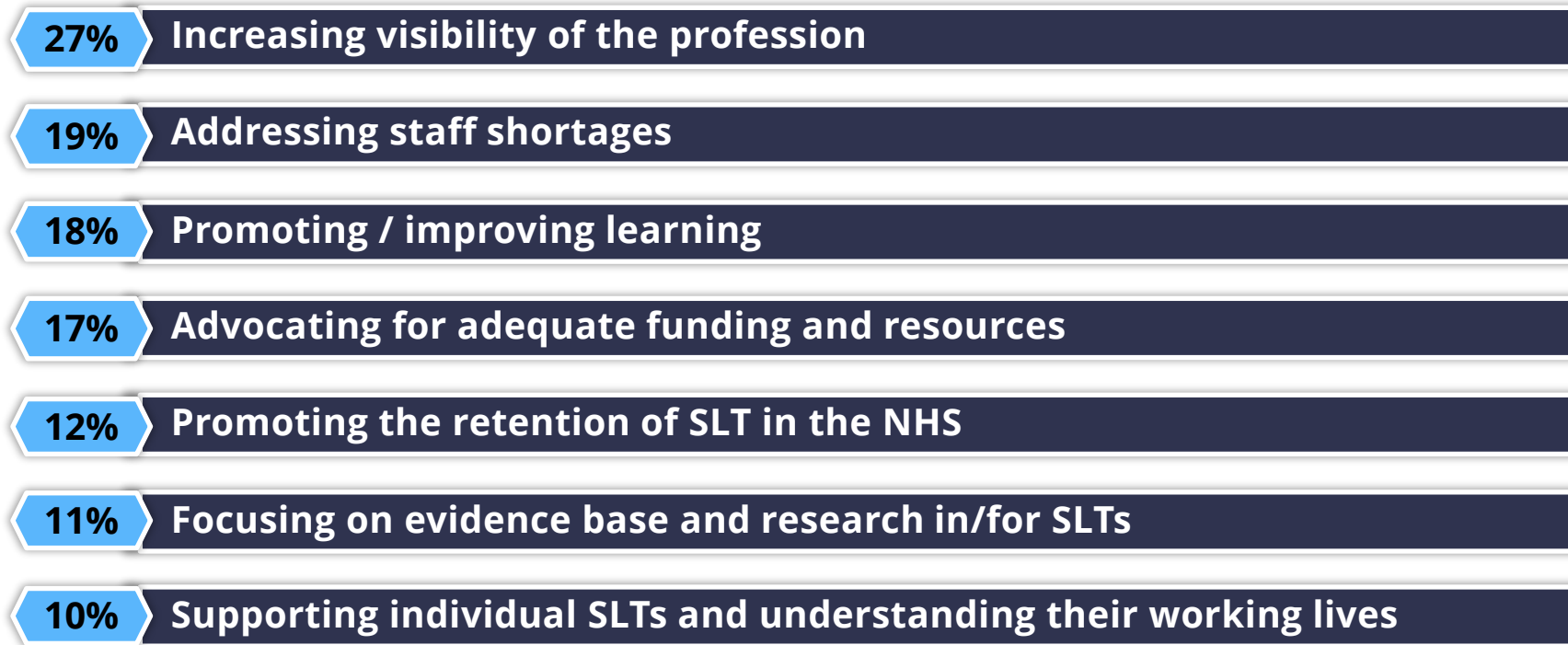
- Influence and provide opportunities for the SLT **workforce**, advocating in all four nations, improving our data and through the NHSE Professional Body Education Reform programme
- Prioritise **leadership** in the profession including the launch of our leadership programme
- Influence ahead of the UK **general election** and respond to the outcome
- Undertake a **curriculum review** and a **guidance review** and develop enhanced roles for the SLT profession
- Build member engagement and the member journey informed by **member research**
- Focus on **building the profile of the SLT profession**, including through the 80<sup>th</sup> anniversary of the RCSLT
- Continue to focus on organisational excellence including the **People Strategy**
- Be a leader in all aspects of EDI including **refreshing our commitment to anti-racism**



Increasing the visibility of the profession and addressing workforce issues were key areas members felt the RCSLT should focus on



**What areas or issues do you think the RCSLT should be focusing on?** Open response coded into themes.





# Addressing the SLT workforce challenge



## External drivers:

- NHSE LTWP – predictions for SLT workforce;
- NHSE developing “effective staffing numbers” across nursing and AHPs.
- Waiting lists focused Ministers’ attention but unmet need unrecognised;
- Political desire for “quick fixes” vs reality;
- ICBs budget reductions England;
- Student pipeline plateauing in England;

The RCSLT strategic vision: 2022-2027



## 5. WORKFORCE DEVELOPMENT: We will support the growth and development of the speech and language therapy workforce

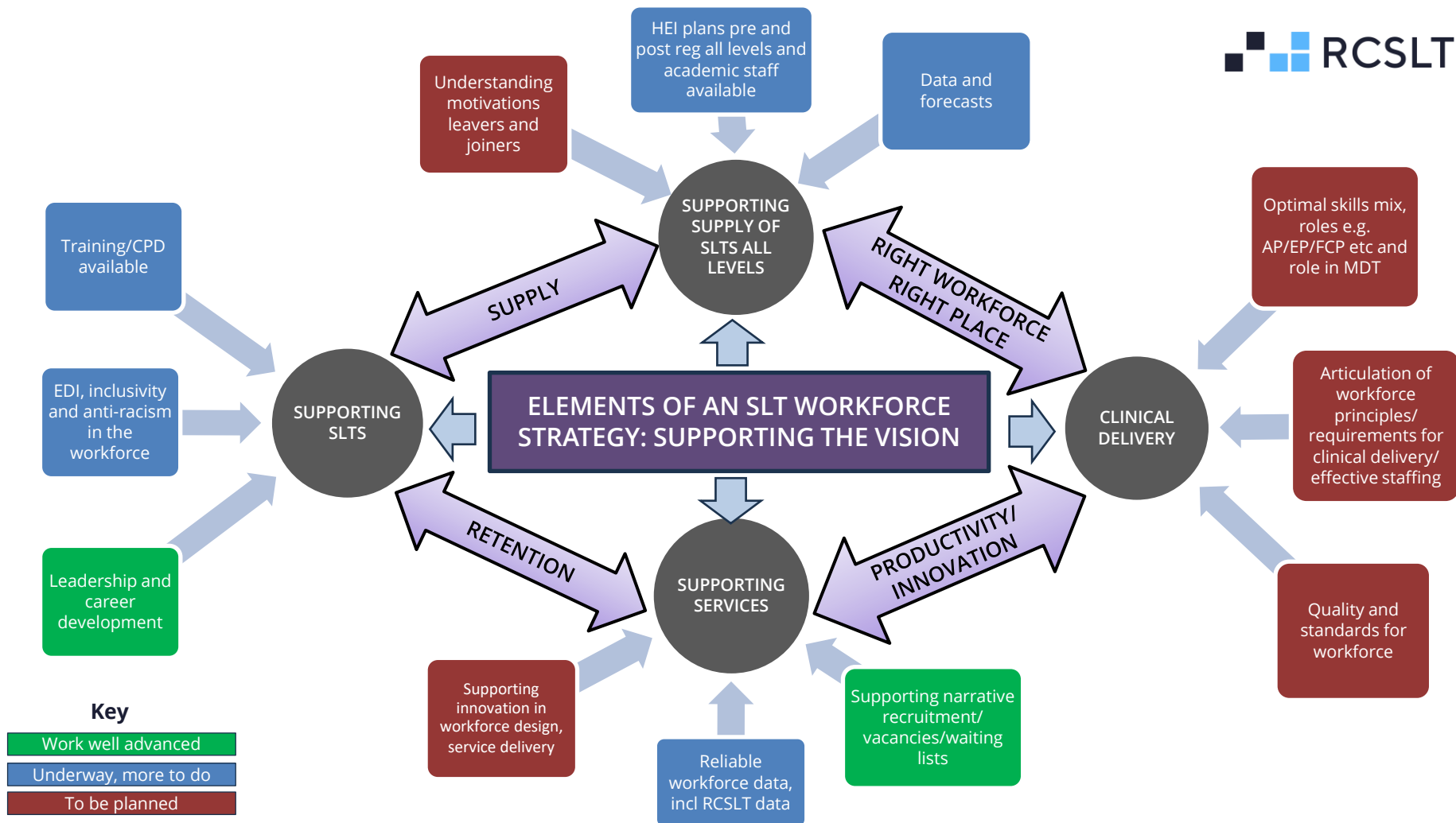
### Our aspirations:

- Attracting a more diverse workforce that better reflects the society it serves, is sufficient in size to meet society's needs, competent to do the work needed, and has ample opportunities for progression.
- Strong and compassionate SLT leaders who are empowered to make the case for the resources and conditions needed by the profession.
- Effective multidisciplinary team working where the value of speech and language therapy is understood.
- SLT apprenticeships are embedded, fuelling growth and greater diversity in the profession.
- More collaborative working between SLTs employed in different sectors.
- More support at every career stage, including greater flexibility within roles, and more training and development opportunities, especially for advanced practitioners and assistants.
- Research career paths made available for those who want them, and routes to collaboration established.
- A pre-registration curriculum and post-registration training that evolve to reflect our ambitions on EDI, as well as policy, research and technology developments.
- Better post-registration training and support for eating drinking and swallowing (EDS) management, with more EDS specialists to meet society's needs.

**There is a policy space for RCSLT to articulate an SLT workforce strategy, to influence and set out what we think the workforce should look like, what size it should be and what it can deliver in future.**

**VISIT OUR TABLE IN THE BREAK AND TELL US YOUR IDEAS FOR INNOVATION IN THE WORKFORCE**

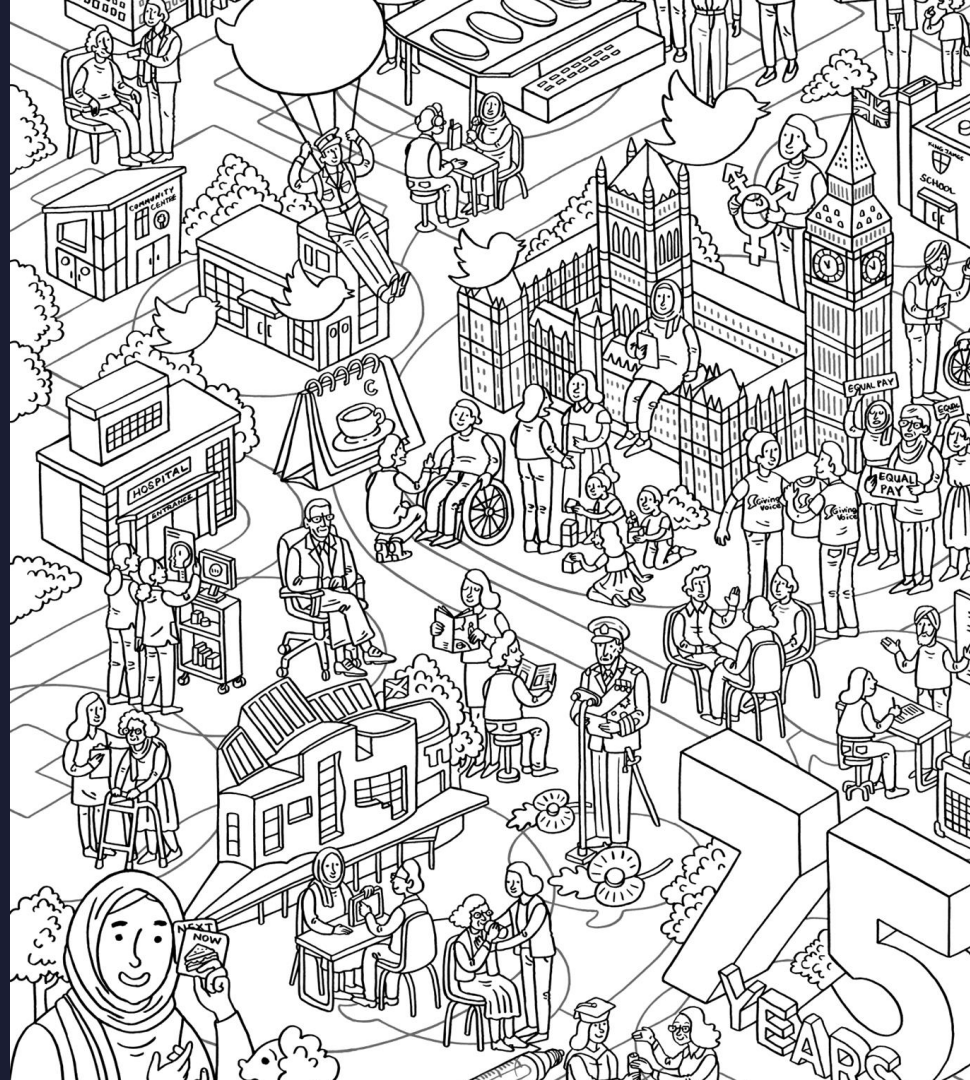








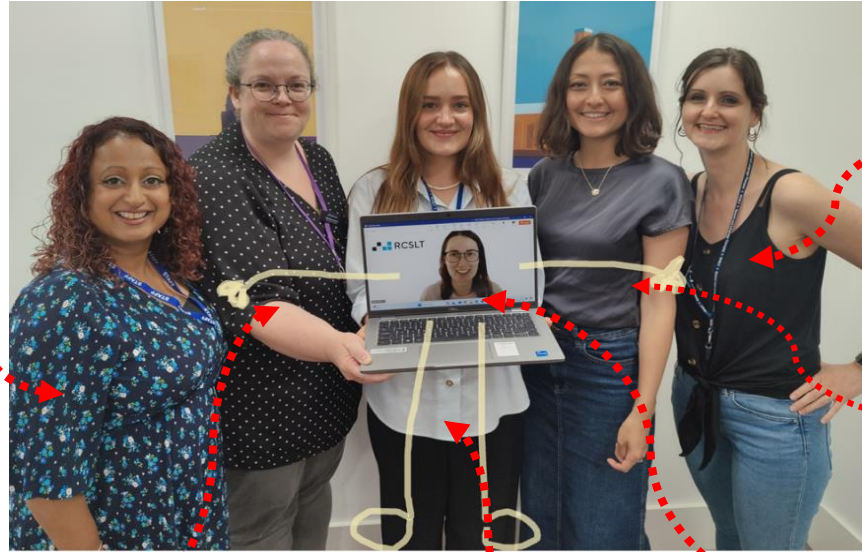
# Guidance and resources





# Who are the Professional Guidance team?

**Mamta Beaver**  
Senior Project  
Manager  
(Accreditation  
and Education)



**Lorna Baxter**  
Senior Project  
Manager  
(Clinical and  
Professional  
Guidance)

**Gemma Holmes**  
Head of Professional  
Development  
Programmes

**Kathleen Graham**  
Senior Project  
Manager  
(Clinical and Professional  
Guidance)

**Saskia Whittaker**  
Project Manager  
(Clinical and Professional  
Guidance)

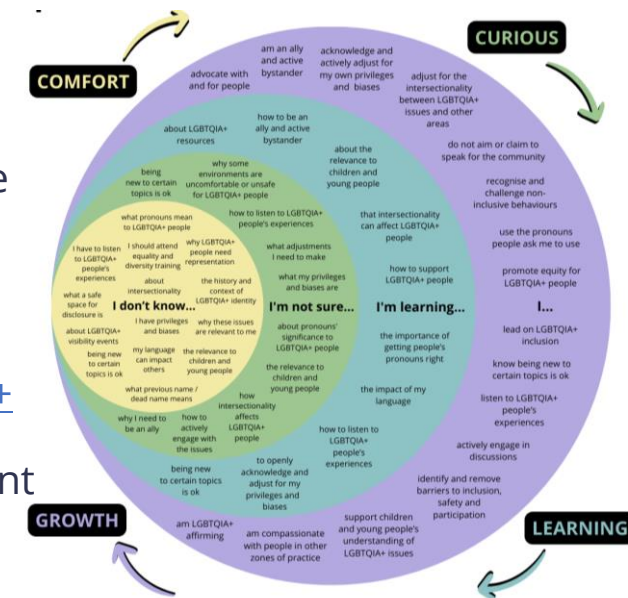
**Gemma Jones  
(on screen)**  
Professional Development  
Project Assistant



# Supporting our colleagues

Recent guidance we have published:

- [Supporting disabled students](#) on a pre-registration speech and language therapy courses, aimed at students, HEIs and practice educators.
- [Supporting SLTs with disabilities](#) in the workplace
- Working with the UK SLT Pride Network guidance and resources to support [LGBTQIA+ colleagues in the workplace](#)
- Published guidance to support neurodivergent SLTs.
- New resource for [practice educators to help with supporting disabled students on placement](#).



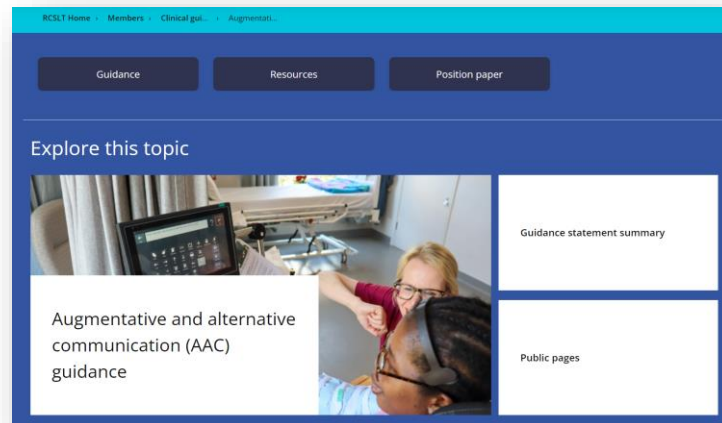
LGBTQIA+ affirming zones of practice



# AAC

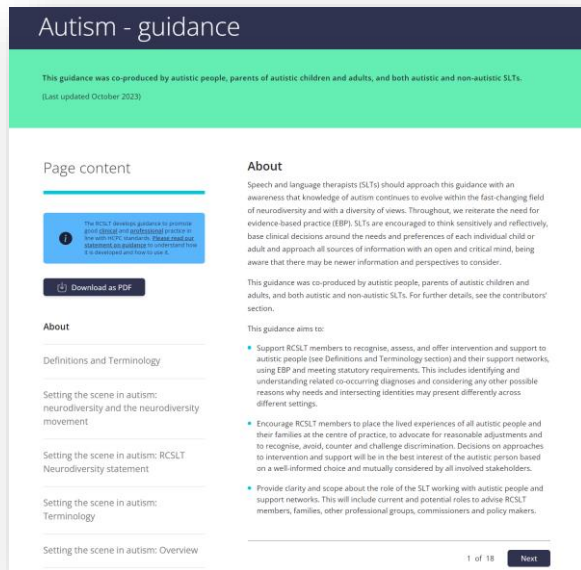
New [guidance](#) on augmentative and alternative communication (AAC) was published in May 2024. It was coproduced by SLTs, AAC users and their families/carers. As well as online guidance, there is a [resource list](#) available which signposts to other useful resources and evidence. A [position statement](#) has also been published aimed at policy makers, commissioners and service providers.

Our information for the [public](#) has also been updated for those who may benefit from increasing their understanding of AAC tools and techniques.





# Autism



Our updated [guidance](#) on Autism was published in October 2023 and was co-produced by a working group of SLTs, autistic adults and parents of autistic children and young people.

It aims to be a useful resource for our members, providing guidance on evidence-based practice and encouraging critical thinking and self-reflection.

Alongside the guidance, there is a list of [resources](#). There is also some new information for the [public](#) explaining the important role speech and language therapy can play in supporting autistic people.

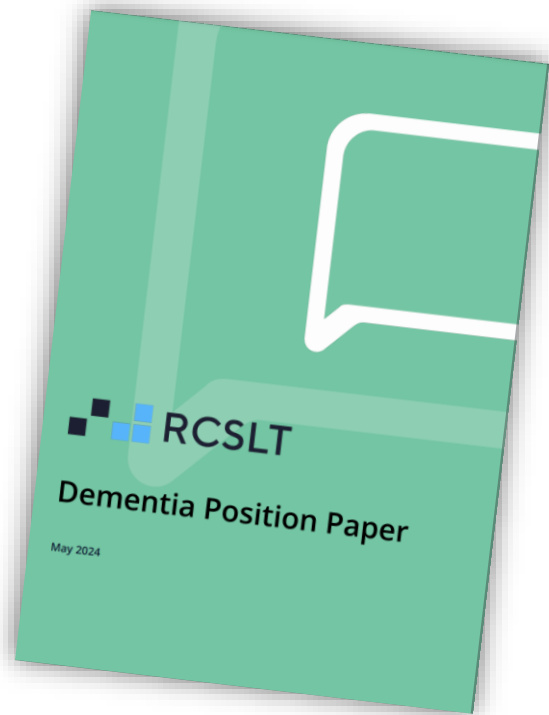


# Dementia

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The new [guidance](#) was coproduced with service users with dementia and is an excellent overview of the communication and eating, drinking and swallowing difficulties that people with dementia may experience. There are several case studies and examples of varying SLT roles in this area.

The [dementia position paper](#) has useful information to support the unique role of the speech and language therapist working with people with dementia as well as the benefits of providing and risks of not providing an SLT service.





# Eating and drinking with acknowledged risks

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In the summer of 2023, a landmark case saw the RCSLT eating and drinking with acknowledged risk [guidance](#) be referenced in the court of appeals. This complicated case caused concern for many members. In May 2024 we held a webinar to discuss how eating and drinking with acknowledged risk has developed since our guidance was published and to support better understanding of the nuances of the 2023 case.

The recorded 90-minute [webinar](#) is available via our YouTube channel and the themed questions with accompanying answers are in an FAQ document within our [resources page](#).

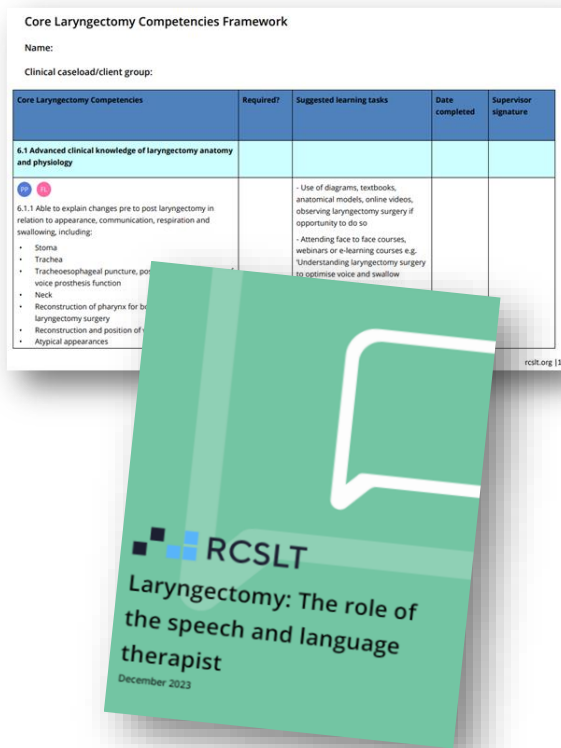




# Head and neck cancer

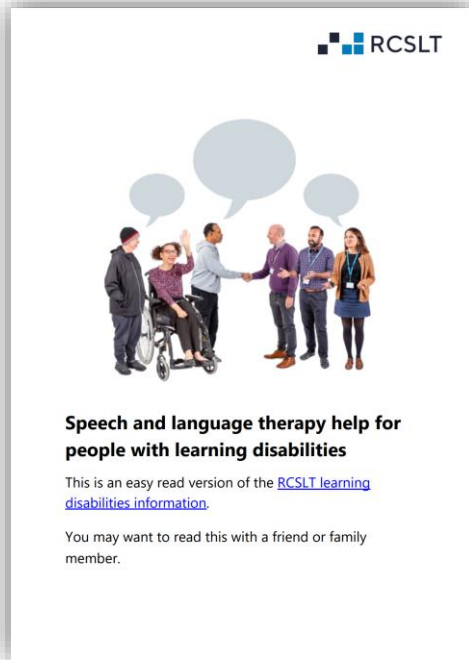
In December 2023, we updated our [head and neck cancer](#) member guidance, including a [position paper](#) and a new [laryngectomy competency framework](#), as well as our information for the public.

These were all developed by a working group of expert SLTs. The updated information covers the treatment, impact, and risk factors for head and neck cancer and the role of speech and language therapy when working with patients with head and neck cancer.





# Learning disabilities



In May 2023, we published updated [guidance](#) for SLTs working with people with learning disabilities alongside a list of useful [resources](#).

For the [public](#), there is information outlining the role of speech and language therapy, including in [Easy Read](#) format.

We also published a new [position paper](#) for SLTs to help them support children, young people and adults with learning disabilities to maximise communication potential, reduce risk associated with communication and dysphagia and enable inclusion and access to education, employment, healthcare as well as the wider community and society.



# Long COVID

The new [guidance](#) provides a framework for understanding, assessing and treating individuals living with communication, swallowing, voice, and upper airway problems post COVID-19.

The [patient handbook](#) provides practical information that people can use to support self-management and is intended to be used before someone is referred to an SLT.

[Six new factsheets](#) cover the key symptoms of brain fog, stammering, swallowing, voice, throat changes, and reflux, and include advice on self-management.



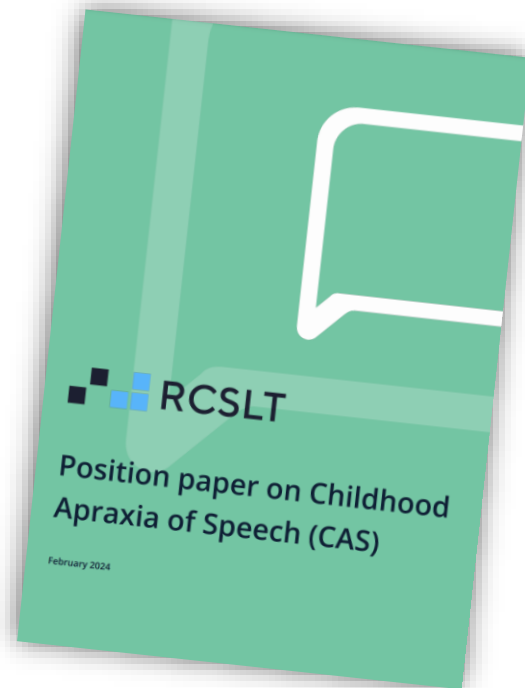


# Speech sound disorders

In February 2024, we updated our [guidance on speech sound disorders \(SSD\)](#), including a new [position paper](#) on Childhood Apraxia of Speech.

Our updated guidance provides a useful resource for our members looking for information on the sub-types of SSD, best practice guidance, an introduction to the evidence base and a springboard for further continued professional development in this area.

Specific public guidance has also been published in our clinical information section for anyone concerned about a child's speech sound development or who has responsibility for looking after or providing services for children in the UK.





# Thickened fluids

In March 2023 we produced a [position statement](#) on the use of thickened fluids in the management of people with swallowing difficulties.

This was followed by our [position paper](#) in January 2024 which gives an overview of the potential benefits and potential burdens associated with its use.

[Supporting resources](#) were developed to support the better understanding of the appropriate use of thickened fluids and to support person centred decision making.

This work highlights the need for clinicians to understand the research within their clinical specialism, to ensure the service user is making an informed decision, that everyone who is prescribed thickened fluids has a swallowing assessment first and those on longer term use should continue to be monitored by an appropriate professional.





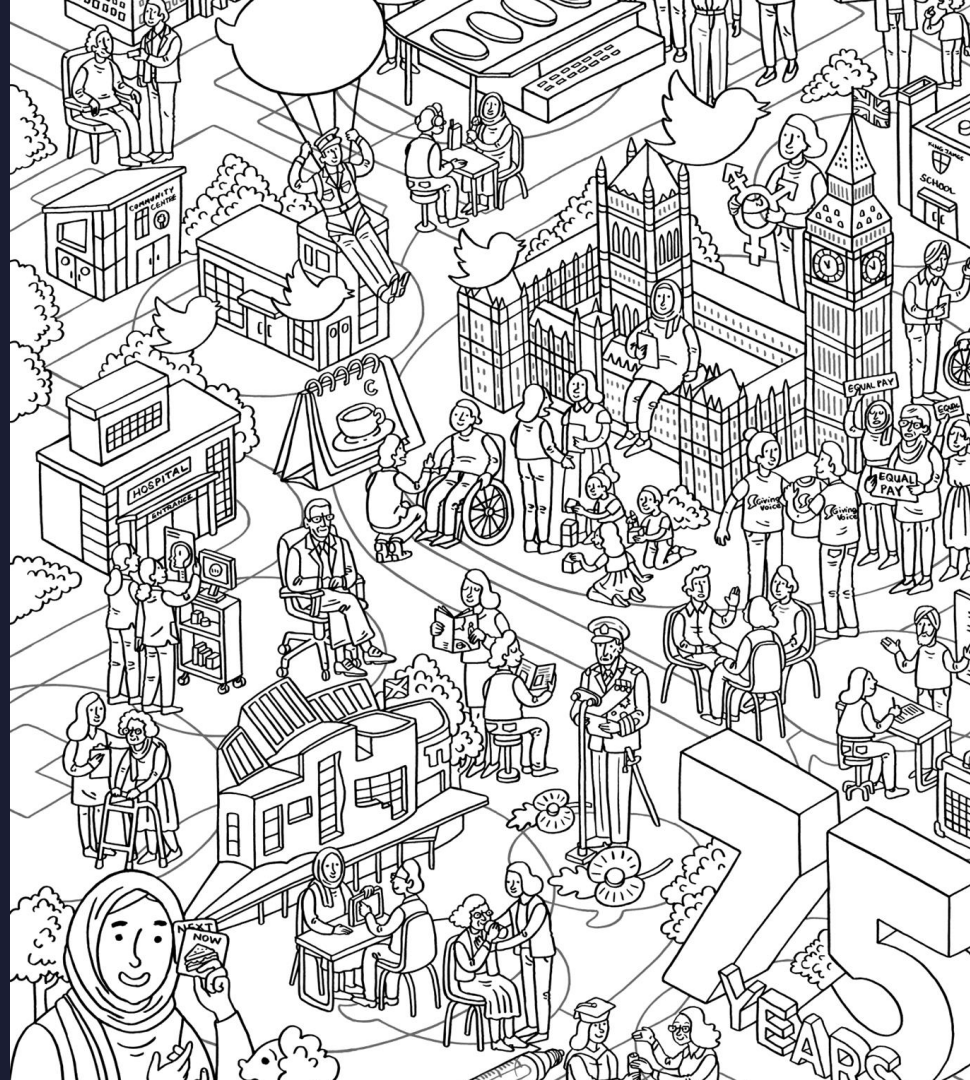
# Opportunities to get involved

Project	Approx. timing of consultation on draft guidance
Awake craniotomy	Feb 2025
Brain injury	Mar 2025
Cognitive communication disorder	April 2025
Curriculum review and placements	Feb 2025
Dysfluency (stammering & cluttering)	Feb 2025
Eating, drinking and swallowing	Nov 2024
Meeting the HCPC standards	May 2025
Parkinsons	Dec 2024
Pharyngeal high-resolution manometry	May 2025



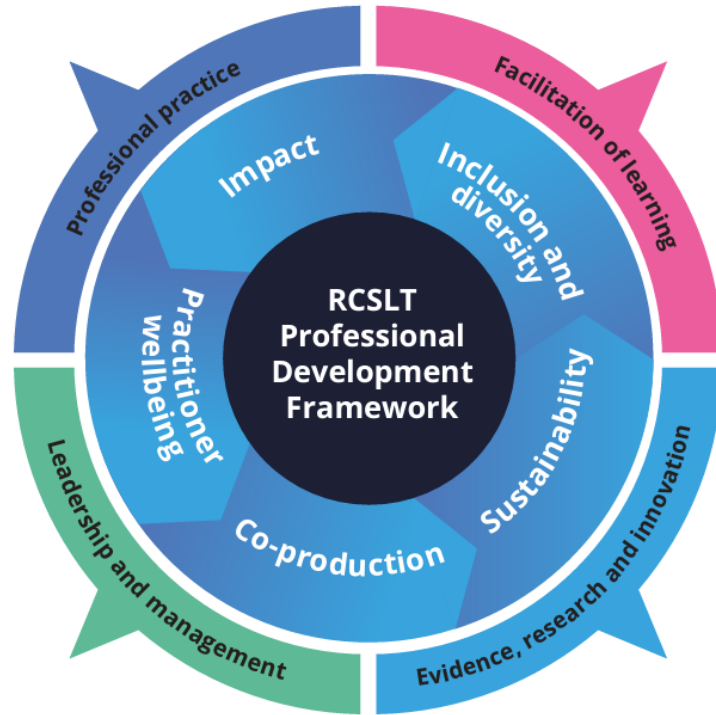


# Professional development





# Professional development framework



- Structure to map existing skills and experience, and thereby identify areas for development.
- For every stage of your career.
- To help you identify transferable skills when looking at new or future roles.
- For short-term and long-term career planning.

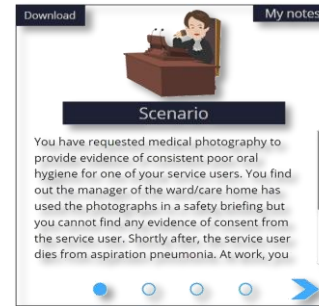
[rcslt.info/professional-development-framework](https://rcslt.info/professional-development-framework)





# Latest CPD resources

- 56 CPD scenarios  
[rcslt.info/ProfDevScenarios](https://rcslt.info/ProfDevScenarios)



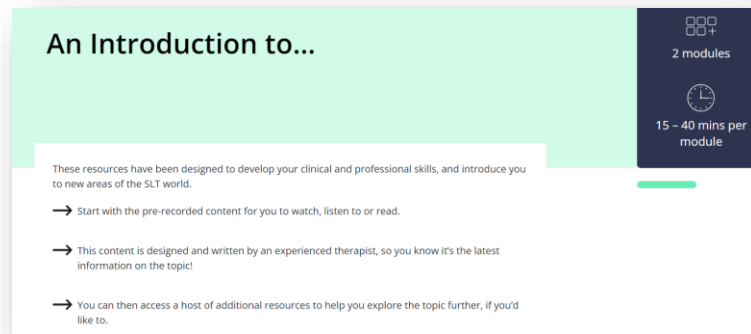
- Elearning for practice educators about supporting students with disabilities:  
[rcslt.info/students-with-disabilities-elearning](https://rcslt.info/students-with-disabilities-elearning)





# "An Introduction to..." series

- Designed primarily for students and NQPs, each module is a base-level introduction to a specific topic.
- Each is written by an expert in the specific field or setting, and includes reflective questions and links to further learning.
- Available via the RCSLT CPD site:  
<https://www.rcsltcpd.org.uk/courses/an-intro-to/>





# Walkthroughs of assessments

- Designed primarily for students and NQPs, each module is an introduction to the use of a specific SLT assessment.
- Each module is written by an expert SLT 'on the ground', who is experienced in using the assessment.
- Features FAQs, videos of the assessment being run, and guides to scoring and interpretation.
- <https://www.rcsltcpd.org.uk/courses/rcslt-how-to-formal-assessments/>





# NHSE workforce, education & training

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NHS England has provided funding for a programme of work to support the ongoing education reform priorities in allied health professions (AHPs), aiming to:

- Ensure an effective supply of AHPs, including SLTs
- Provide opportunities for career development
- Achieve improved work satisfaction and increased retention





# Workforce, education & training programme

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## Key areas of focus include:

- Educator workforce
- Career pathways into speech and language therapy
- Curriculum review
- Support workforce
- NQP competency framework development
- Professional Development Framework embedding
- Career development
- Profession-specific focus on key priorities



# Programme delivery snapshot

Programme delivery snapshot:  
Total #: 22

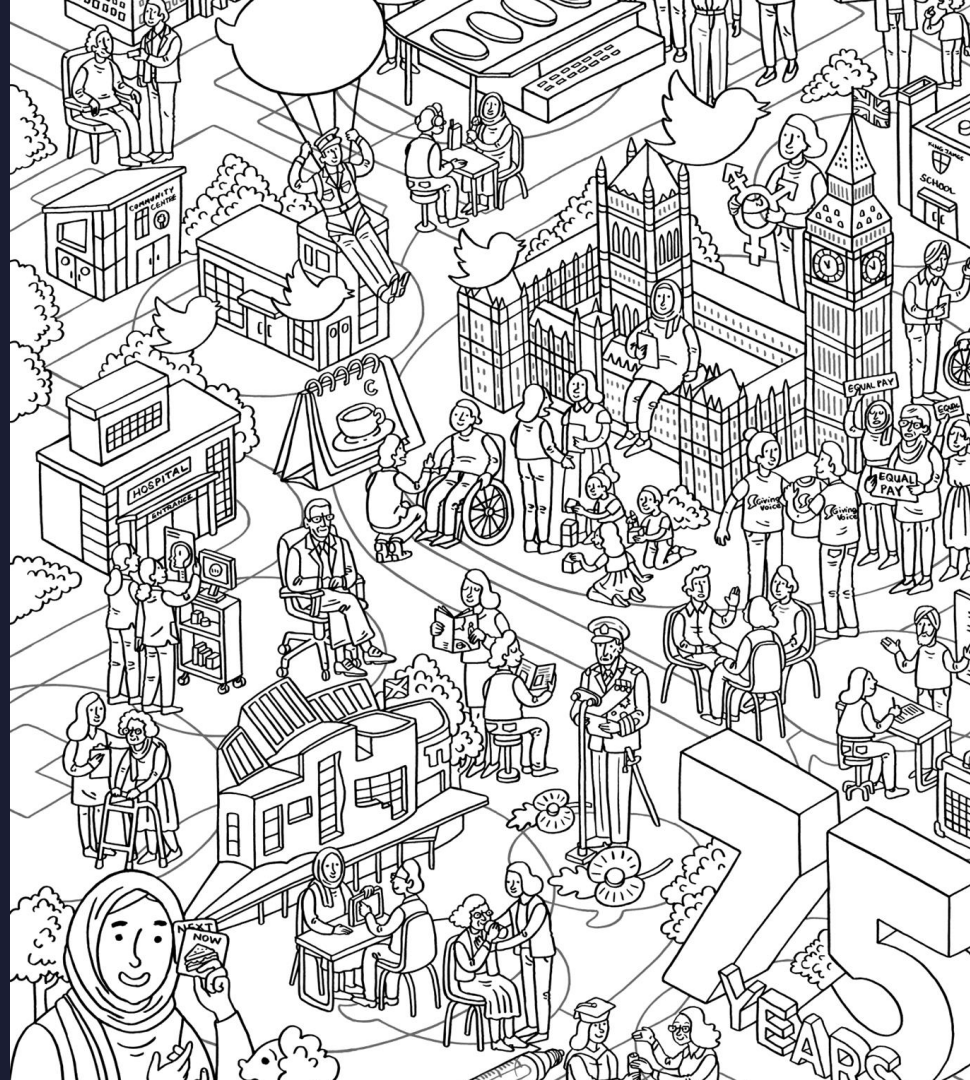
- 3: Planning stages
- 16: Proceeding as planned
- 2: Completed
- 1: Delays & mitigations\*
- 0: Delays & high risk

*\*Enhanced practice: finalising contract with Coventry Uni (imminent completion)*





# Research & Outcomes





# Who are the Research & Outcomes team?

**Amit Kulkarni**  
Head of Research  
and Outcomes

**Jess Lane**  
Research Manager  
(maternity cover)

**Sarah Lambert**  
Research and Outcomes  
Officer

**Caroline Bagnall**  
Research Manager  
(maternity leave)

**Kathryn Moyse**  
Outcomes and Informatics  
Manager

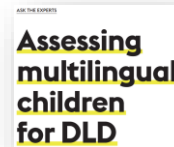
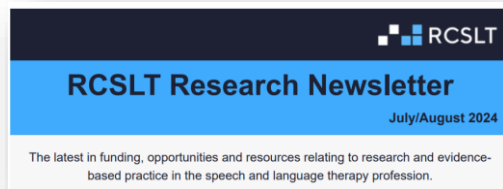
**Charli Nixon**  
Project Assistant  
(Outcomes)

**Gemma Jones**  
Project Co-ordinator  
(Research)





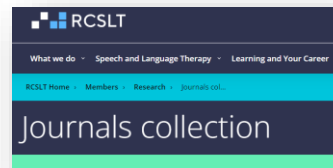
# Existing RCSLT resources ...



**SLT Research Practitioner Framework Resource Map**

Knowledge Framework

Knowledge Framework	SLT Research Practitioner Framework Resource Map	Additional Resources
SLT Research Practitioner Framework Resource Map	SLT Research Practitioner Framework Resource Map	Additional Resources





# Recent projects ...

**NIHR** | National Institute for Health and Care Research

Search nihr.ac.uk...

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Home ▾ About us ▾ Document library

## 24/67 Discontinuing thickened fluids in adults with oropharyngeal dysphagia commissioning brief

**BMC** Part of Springer Nature

**BMC Health Services Research**

Home About Articles Submission Guidelines Collections Join The Board Submit manuscript

Research | [Open access](#) | Published: 18 July 2023

## The value of allied health professional research engagement on healthcare performance: a systematic review

S. Chalmers , J. Hill, L. Cornell, S. Ackerley, A. Kulkarni & H. Riddam

*BMC Health Services Research* **23**, Article number: 766 (2023) | [Cite this article](#)

4508 Accesses | 2 Citations | 201 Altmetric | [Metrics](#)

**BMC Open Respiratory Research**

## Prevalence of swallow, communication, voice and cognitive compromise following hospitalisation for COVID-19: the PHOSP-COVID analysis

Carrolla Deyang <sup>1,2</sup>, Gemma Clarke<sup>3</sup>, Felicity Ekelton <sup>1,2</sup>, Salsgarna Durieux<sup>4</sup>, Jane Whitney<sup>5</sup>, Lingyue Huo<sup>6</sup>, Michaela C. Boller <sup>1</sup>, Olivia C. Leary <sup>1</sup>, Matthew Richardson<sup>7</sup>, Emma Owen<sup>8</sup>, Hannah Murphy<sup>9</sup>, April Brindley<sup>10</sup>, Ananya Dasgupta<sup>11</sup>, Henry Gomers<sup>12</sup>, Ryan M. Sproston<sup>13</sup>, Victoria J. Harte<sup>14</sup>, Neil J. Gillingham <sup>15</sup>, Claire Harte-Asp<sup>16</sup>, Dan Grewar-Woodward<sup>17</sup>, Eng Deyang<sup>18</sup>, Gauri Deshpande<sup>19</sup>, Jack Sargent<sup>20</sup>, Daniel Smith<sup>21</sup>, John Pryor<sup>22</sup>, Lillian Brown<sup>23</sup>, Mandy McHenry<sup>24</sup>, Rebecca May<sup>25</sup>, Richard A. Evans <sup>26</sup>, Sally Singh<sup>27</sup>, Tom Yates<sup>28</sup>, Tunde Chantler<sup>29</sup>, Willem M. J. van't Hof-Grootenboer<sup>30</sup>, Peter L. L. Lee<sup>31</sup>, Jennifer A. Evans<sup>32</sup>, James Chalmers<sup>33</sup>, Ling-Pei Ho<sup>34</sup>, Jarek Robert Horng<sup>35</sup>, Michael Marks<sup>36</sup>, Michael P. Thompson<sup>37</sup>, Betty Harris<sup>38</sup>, Louise V. Page<sup>39</sup>, Cass Brightling <sup>40</sup>, PHOSP-COVID collaborative Group, Neil Sharma<sup>41</sup>, Margaret Corley<sup>42</sup>, Anil Kulkarni<sup>43</sup>, Roger Wadsworth<sup>44</sup>

**Abstract**

**Objective:** Identify prevalence of self-reported swallow, communication, voice and cognitive compromise following hospitalisation for COVID-19.

**Design:** Multicentre, prospective, observational cohort study using telephone interviews.

**Setting:** 10 UK acute hospitals.

**Results:** 1000 participants were included in the analysis. 1000 participants were included in the analysis. 1000 participants were included in the analysis.

**Conclusion:** The prevalence of swallow, communication, voice and cognitive compromise following hospitalisation for COVID-19 is high.

Received: 17 February 2023 | Published: 21 March 2023 | Accepted: 7 April 2023  
DOI: 10.1002/hlco.1485

**REVIEW ARTICLE**

## The effectiveness of evidence-based healthcare educational interventions on healthcare professionals' knowledge, skills, attitudes, professional practice and healthcare outcomes: Systematic review and meta-analysis

James HEP <sup>1</sup> | Nikhil Gattuso<sup>2</sup> | Anil Kulkarni<sup>3,4</sup> | Oliver Hamer<sup>1</sup> | Joanna Harrison<sup>5</sup> | Catherine Harris<sup>6</sup> | Jon Chester<sup>7</sup> | Elaine Duddy<sup>8</sup> | Lindsey Collins<sup>9</sup> | Andrew Clegg<sup>1</sup>

**Abstract**

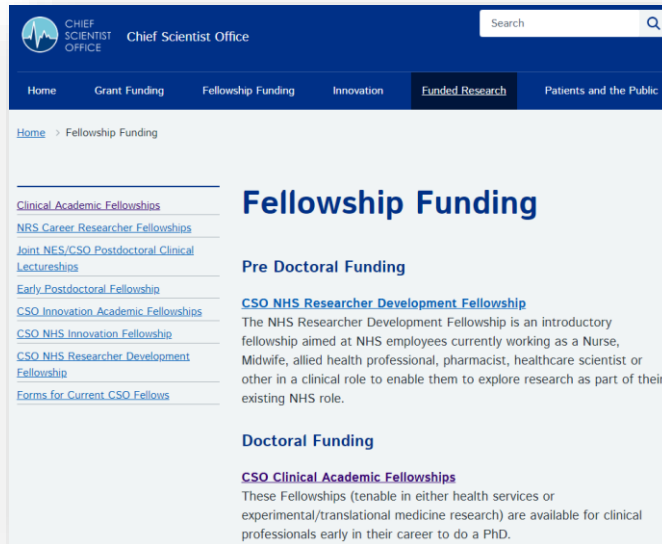
**Objective:** The primary aim of this systematic review is to assess the effectiveness of evidence-based healthcare educational interventions on healthcare professionals' knowledge, skills, attitudes, behaviour of SBHC, clinical practice and care outcomes. A secondary aim of the review is to assess the effects of important pedagogical moderating factors for SBHC educational interventions.

**Method:** This systematic review used a forward and backward citation search strategy on the Web of Science platform date of literature to 28 April 2023. Only randomised controlled trials (RCTs) and cluster RCTs which compared SBHC educational interventions for healthcare professionals were included. A random effects meta-analysis was conducted for SBHC compared with no action and restriction control for all outcomes.

**Results:** Only one RCT was identified which included a total of 1200 healthcare professionals. There was a large effect for SBHC educational intervention compared with waiting list interventions control on knowledge (SMD, 2.48; 95% CI, 1.26–3.74; GRADE Low) and (SMD, 1.08; 95% CI, 0.29–1.75; Very Low Constant), attitude (SMD, 0.86; 95% CI, 0.16–1.57; Very Low Constant) and behaviour of SBHC (SMD, 0.86; 95% CI, 0.29–1.43; Very Low Constant). Over time the effect of SBHC educational intervention substantially diminished with no evidence of effect at 6 months for any outcome except behaviour (SMD, 1.75; 95% CI, 0.74–2.75; Low Constant). There was some evidence that blended learning, action learning and consistency in the individual following the intervention may be important positive moderating factors.



# Other resources ...



The screenshot shows the Chief Scientist Office website. The header includes the logo, 'CHIEF SCIENTIST OFFICE', and a search bar. A navigation menu has links for Home, Grant Funding, Fellowship Funding, Innovation, Funded Research, and Patients and the Public. The 'Fellowship Funding' page is displayed, featuring a list of links on the left: Clinical Academic Fellowships, NRS Career Researcher Fellowships, Joint NES/CSO Postdoctoral Clinical Lectureships, Early Postdoctoral Fellowship, CSO Innovation Academic Fellowships, CSO NHS Innovation Fellowship, CSO NHS Researcher Development Fellowship, and Forms for Current CSO Fellows. The main content area is titled 'Fellowship Funding' and includes sections for 'Pre Doctoral Funding' (with a link to 'CSO NHS Researcher Development Fellowship' and a description of the fellowship) and 'Doctoral Funding' (with a link to 'CSO Clinical Academic Fellowships' and a description of the fellowships).

**Chief Scientist Office**

Home Grant Funding Fellowship Funding Innovation Funded Research Patients and the Public

Home > Fellowship Funding

**Fellowship Funding**

[Clinical Academic Fellowships](#)  
[NRS Career Researcher Fellowships](#)  
[Joint NES/CSO Postdoctoral Clinical Lectureships](#)  
[Early Postdoctoral Fellowship](#)  
[CSO Innovation Academic Fellowships](#)  
[CSO NHS Innovation Fellowship](#)  
[CSO NHS Researcher Development Fellowship](#)  
[Forms for Current CSO Fellows](#)

**Pre Doctoral Funding**

[CSO NHS Researcher Development Fellowship](#)  
The NHS Researcher Development Fellowship is an introductory fellowship aimed at NHS employees currently working as a Nurse, Midwife, allied health professional, pharmacist, healthcare scientist or other in a clinical role to enable them to explore research as part of their existing NHS role.

**Doctoral Funding**

[CSO Clinical Academic Fellowships](#)  
These Fellowships (tenable in either health services or experimental/translational medicine research) are available for clinical professionals early in their career to do a PhD.



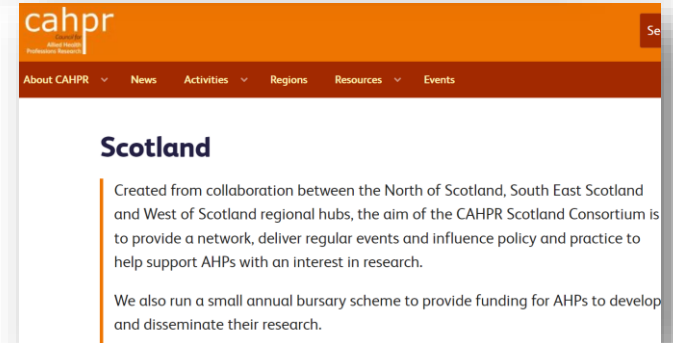
The screenshot shows the NIHR website. The header includes the NIHR logo, 'National Institute for Health and Care Research', and a search bar. A navigation menu has links for Health and Care Professionals, Researchers, Patients and the Public, Partners and Industry, and About us. The 'Researchers' page is displayed, featuring a link to 'Research training and careers'. The main content area is titled 'Associate Principal Investigator (PI) Scheme'.

**NIHR** National Institute for Health and Care Research

Health and Care Professionals Researchers Patients and the Public Partners and Industry About us

Home > Health and care professionals > Research training and careers

**Associate Principal Investigator (PI) Scheme**



The screenshot shows the CAHPR website. The header includes the CAHPR logo, 'All Scotland Professional Research', and a search bar. A navigation menu has links for About CAHPR, News, Activities, Regions, Resources, and Events. The 'Scotland' page is displayed, featuring a description of the Scotland Consortium and its aims, and a link to 'We also run a small annual bursary scheme to provide funding for AHPs to develop and disseminate their research.'

**cahpr** All Scotland Professional Research

About CAHPR News Activities Regions Resources Events

**Scotland**

Created from collaboration between the North of Scotland, South East Scotland and West of Scotland regional hubs, the aim of the CAHPR Scotland Consortium is to provide a network, deliver regular events and influence policy and practice to help support AHPs with an interest in research.

We also run a small annual bursary scheme to provide funding for AHPs to develop and disseminate their research.



# Outcomes and informatics

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## **RCSLT Online Outcome Tool**

Ongoing  
development of  
the ROOT



## **Using ROOT data**

Awareness  
raising and  
potential for  
research



## **SNOMED CT project**

Working on  
consensus for  
diagnosis terms



# Opportunities to get involved

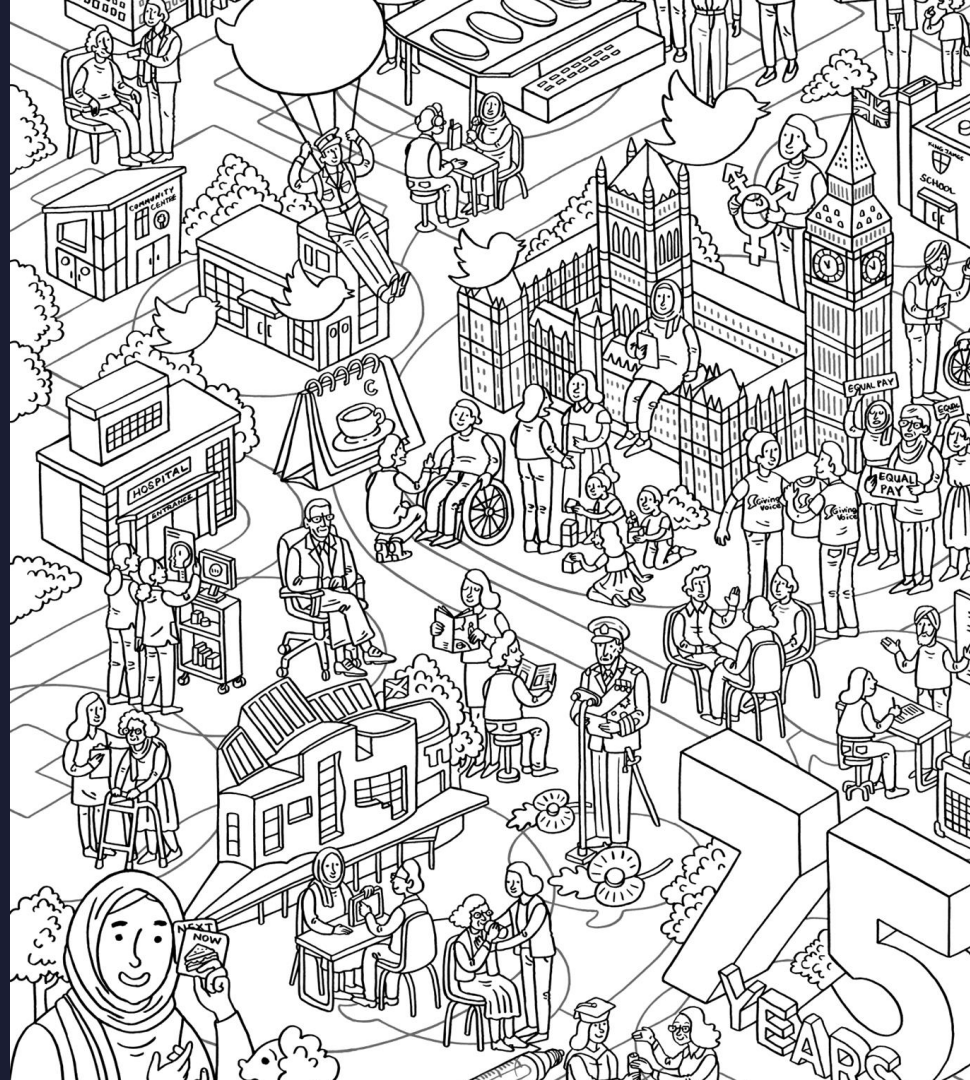
- Contribute to phase 2 of the [DLD research priority setting partnership](#)
- SNOMED and clinical terminology – to find out more email [sarah.lambert@rcslt.org](mailto:sarah.lambert@rcslt.org)
- Find out more about ROOT by registering, getting in touch or coming along to one of our lunchtime drop-ins: [www.root.org/welcome](http://www.root.org/welcome)

We look forward to meeting some of you at the EBP workshop today.





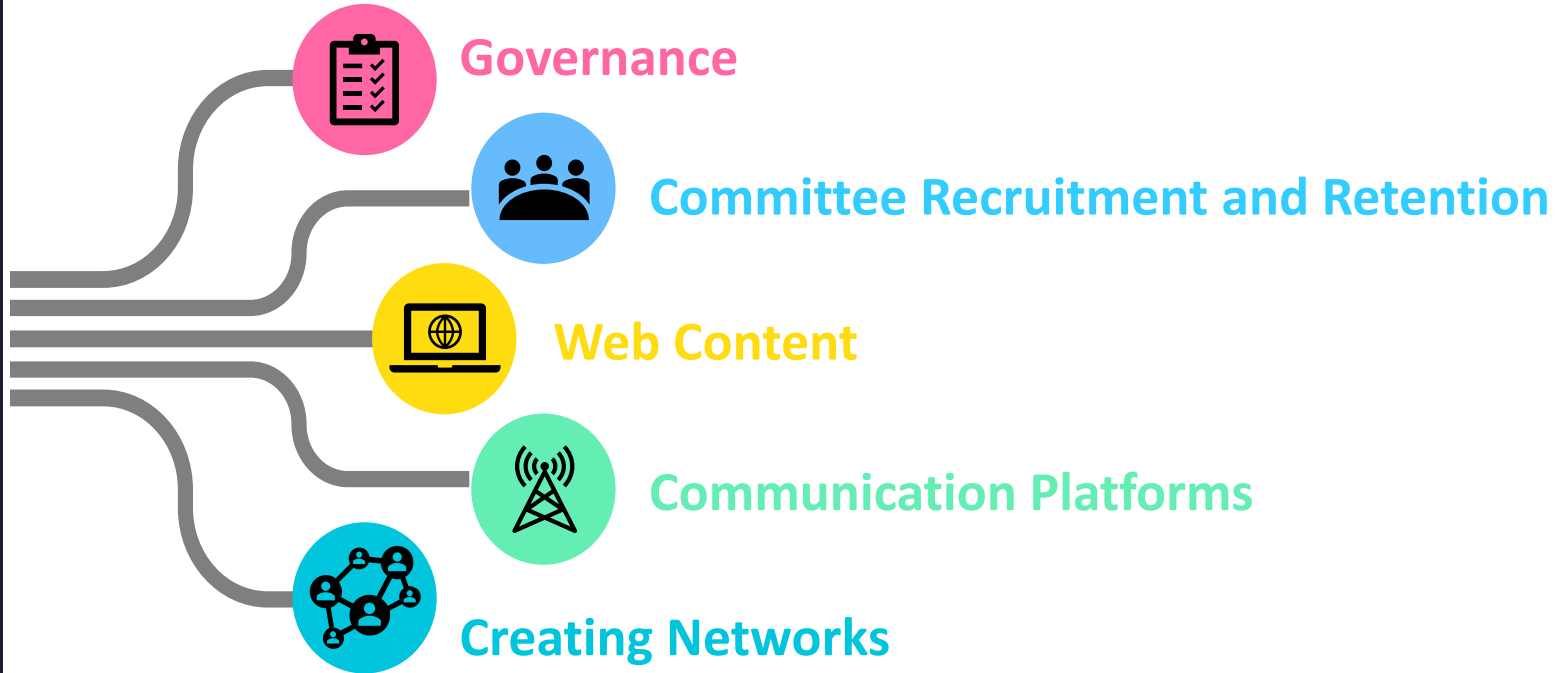
# Clinical Excellence Networks





# CEN Development Project

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# Why join a CEN?

The RCSLT views CENs as an integral and invaluable channel to access CPD.

RCSLT members are encouraged to join at least one CEN relevant to their clinical or professional practice or area of special interest.

## Why join a Clinical Excellence Network (CEN)?



### **Unlock exclusive access:**

to CPD events, webinars, and resources



### **Network and collaborate:**

with experienced colleagues for valuable peer support



### **Shape the future:**

by contributing to influencing, research and professional guidance



### **Boost your career:**

with support for growth and development




### **Stay connected:**

with RCSLT and key stakeholders to power your professional journey

For further details visit:

[www.rcslt.info/CENs](http://www.rcslt.info/CENs)



 [info@rcslt.org](mailto:info@rcslt.org)

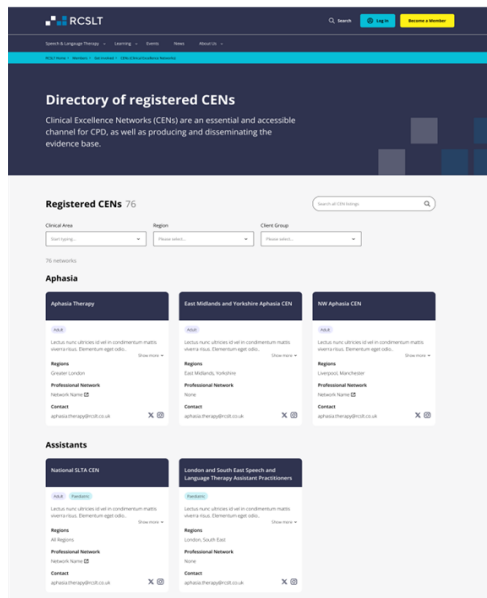
 [www.rcslt.org](http://www.rcslt.org)

 @RCSLT



# How to find a CEN

[www.rcslt.org/members/get-involved/clinical-excellence-networks/](http://www.rcslt.org/members/get-involved/clinical-excellence-networks/)



## Search the CEN Directory:

- clinical area
- region
- client group (adult/paediatric/both)
- format (online/in person/hybrid)

## Contact the CEN directly:

- membership process
- fees
- event dates
- communications platform



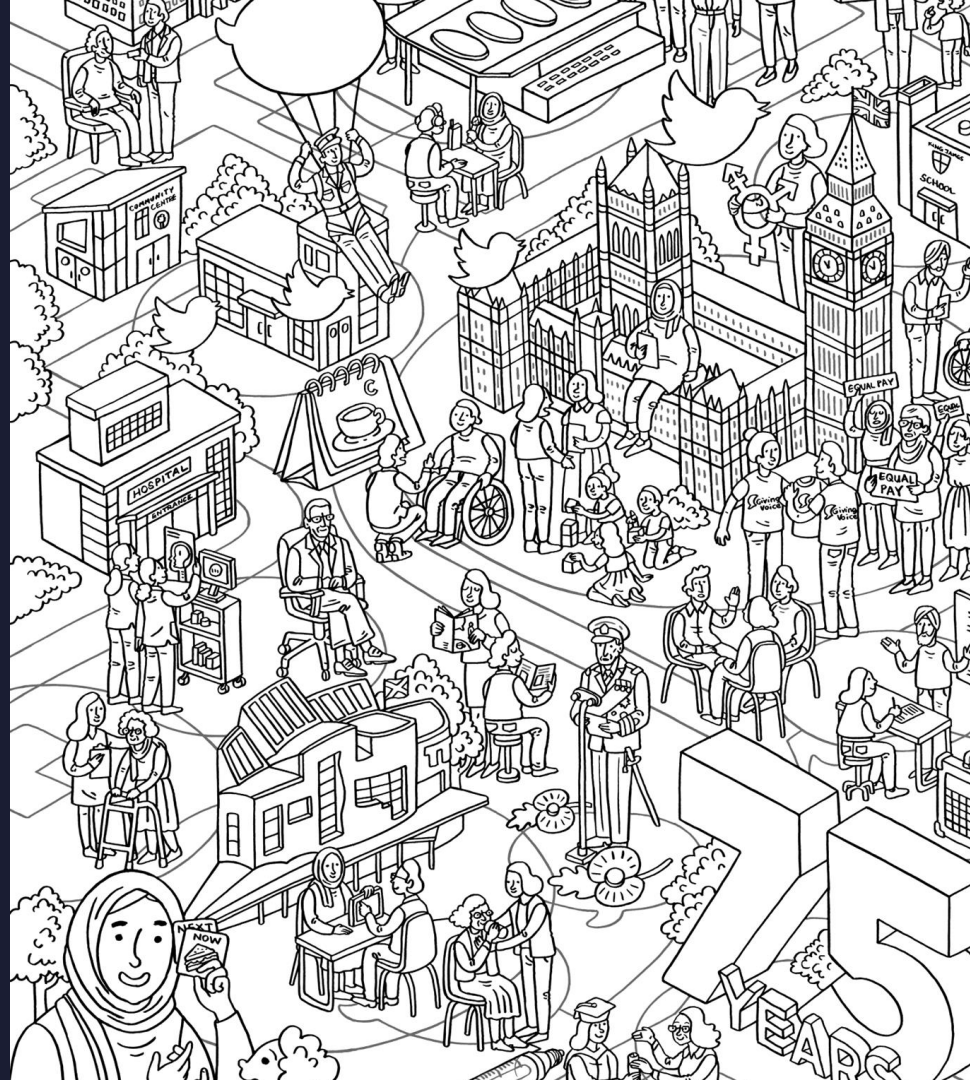
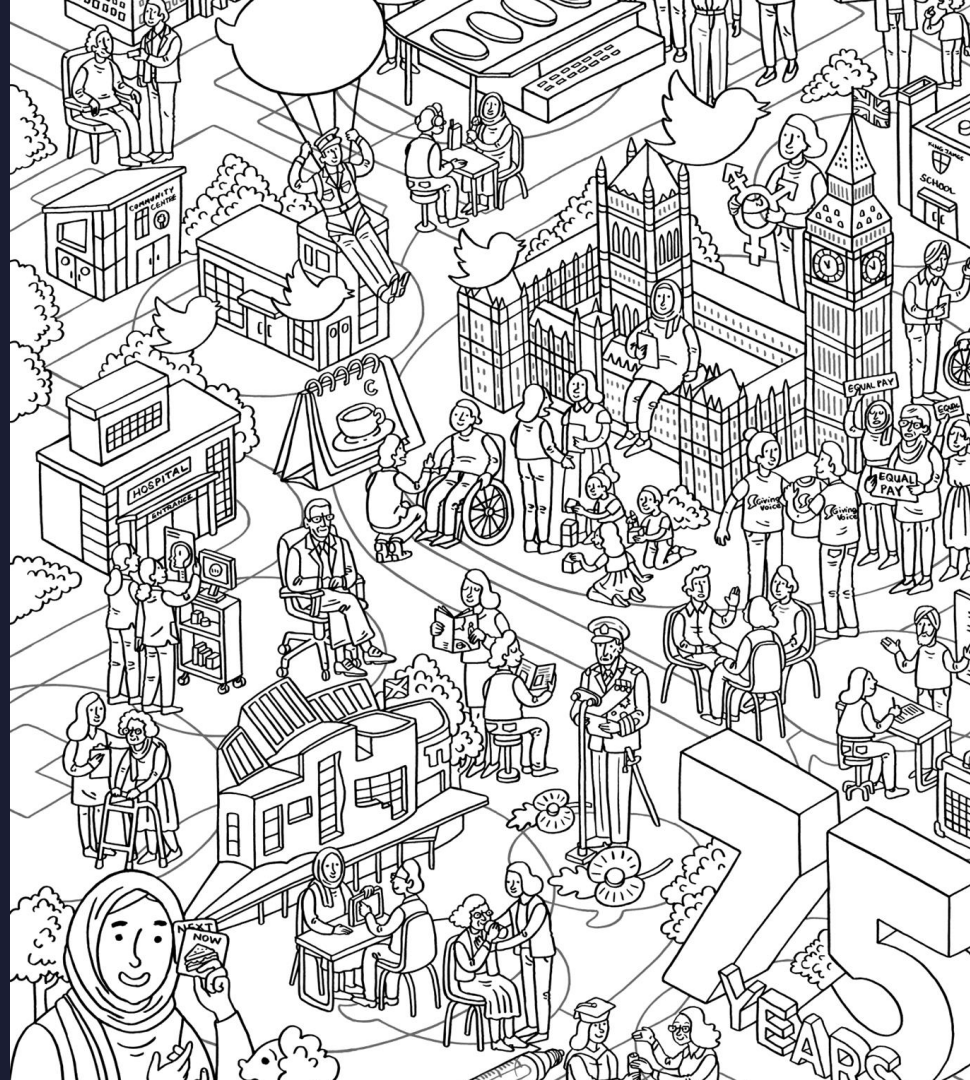
# Opportunities to get involved

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- 45 UK-wide CENs  
*plus*  
33 CENs operating regionally across England
- Attend individual events
- Join as a regular member
- Become a committee member





[illegible]





# Refreshment break

✕ #RCSLTConnectEngland







# Workshops

✕ #RCSLTConnectEngland





# Workshop sessions

Time		Workshop	Room
12.05 – 13.00	1	Embedding an evidence-based approach to practice in your working day	Main room
	2	Embracing neurodiversity in the workforce	Derby
	3	Waiting lists, workload and wellbeing	Lancaster
	4	Support for and partnership with SLTs in the independent sector	Chester
14.30 – 15.25	1	Developing your career through enhanced and advanced practice and other extended roles	Main room
	2	SLTs and tackling health inequalities	Derby
	3	Mapping your professional development journey	Lancaster
	4	Supporting you with your adult workforce challenges	Fairclough



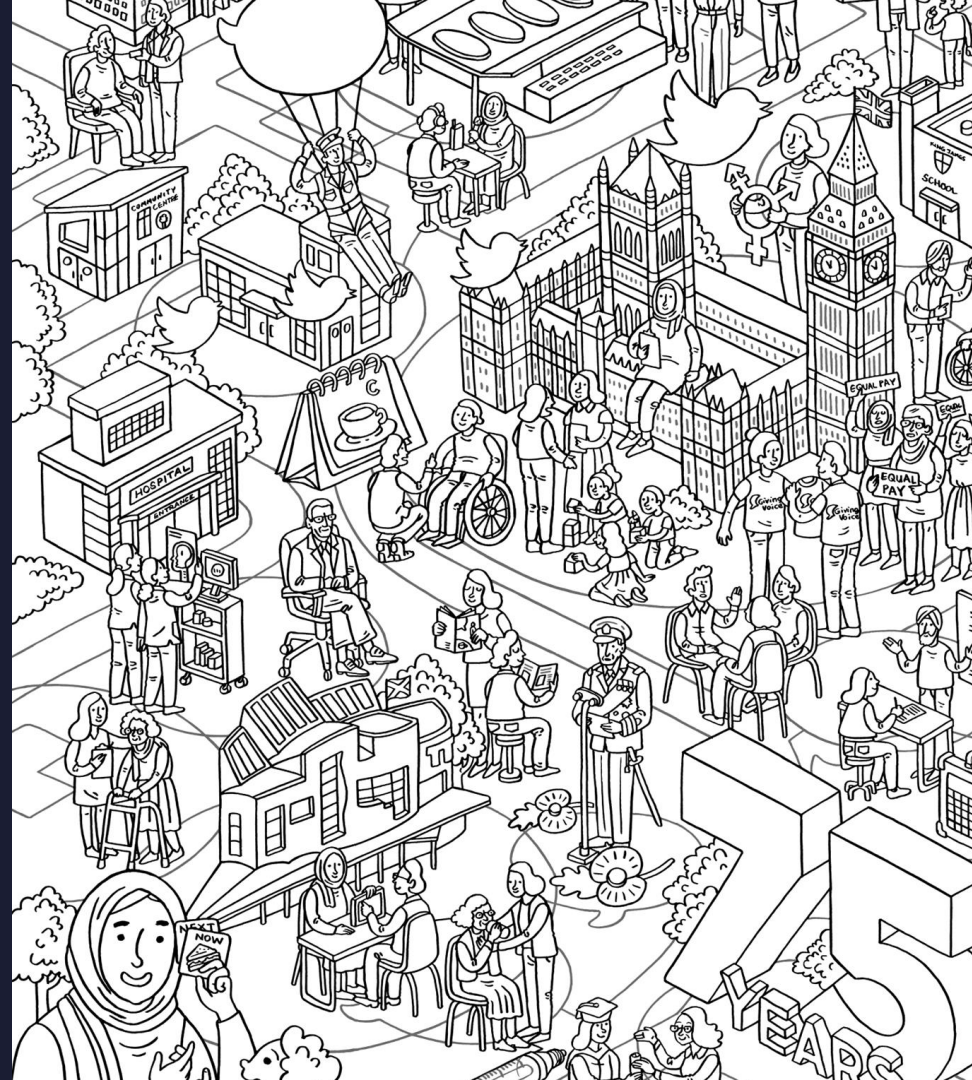


# Lunch and Networking

Available for questions and networking in the Alexandra Foyer:

- RCSLT colleagues
- ASLTIP colleagues
- DP Medical

✕ #RCSLTConnectEngland







# Workshops

X #RCSLTConnectEngland





# Workshop sessions

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# Thanks and close

**Irma Donaldson**  
Chair, RCSLT

✕ #RCSLTConnectEngland





# Evaluation

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# Networking

 [www.rcslt.org](http://www.rcslt.org)

 @ RCSLT

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