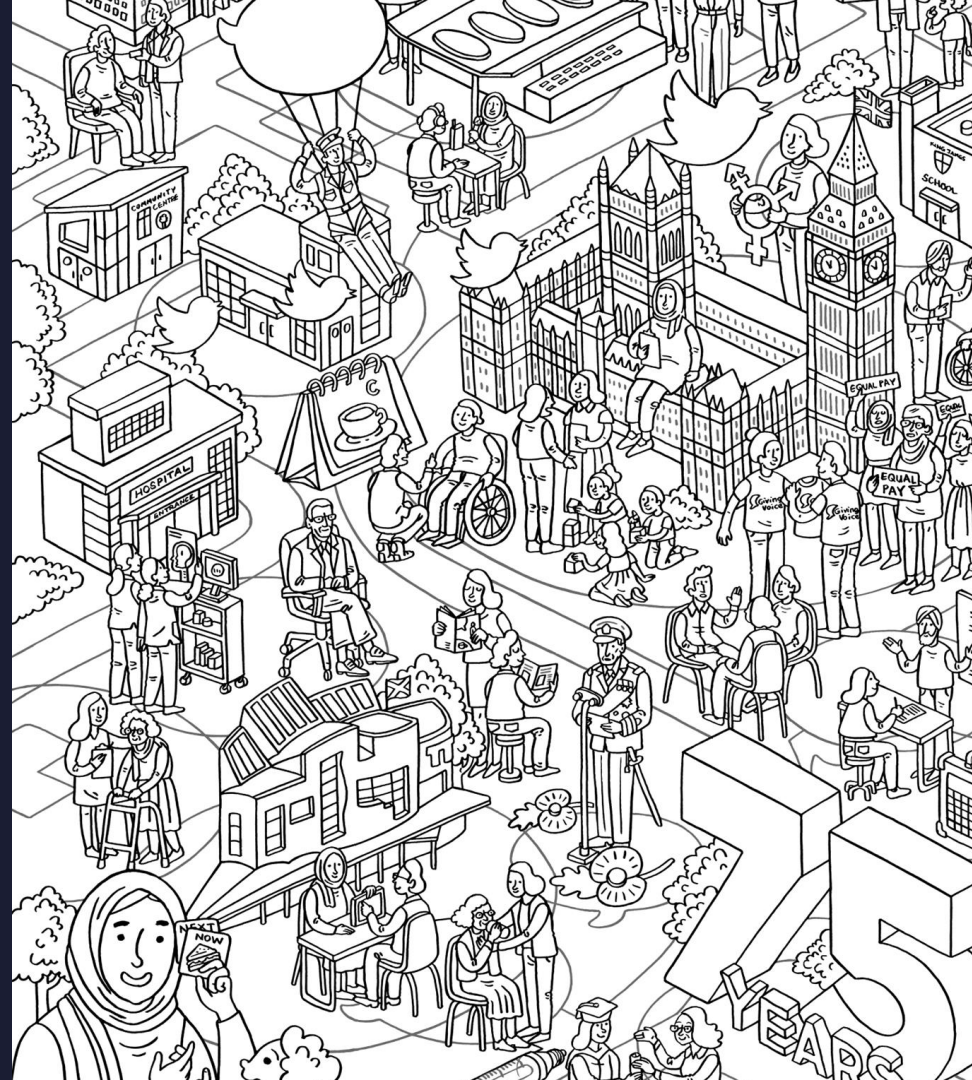




RCSLT Connect Scotland: Shaping the Future of Speech and Language Therapy Together

17 September 2024

 #RCSLTConnectScotland





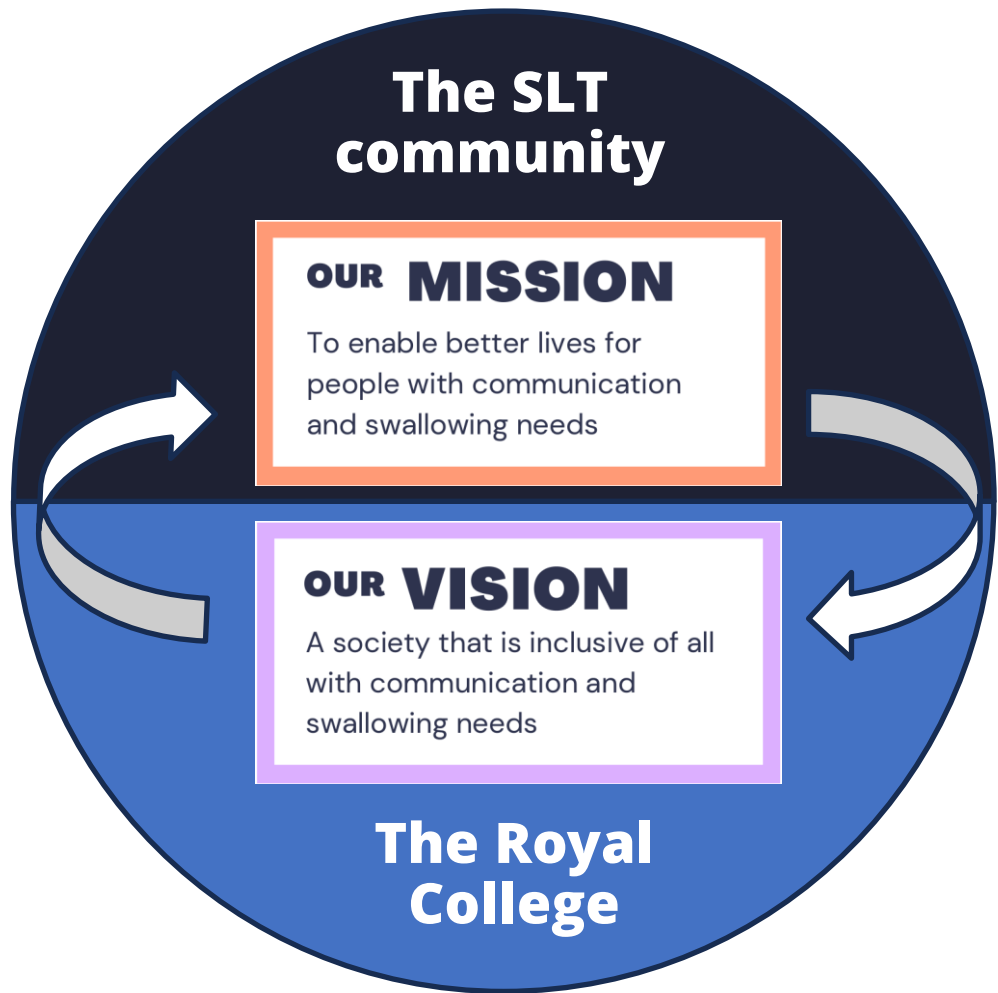
Welcome and housekeeping

Glenn Carter
Head of Scotland office, RCSLT

 #RCSLTConnectScotland



Why?



Shaping the Future of Speech and Language Therapy Together

- Reflect on the **future of speech and language therapy**
- Learn how we can **achieve long-term positive and sustainable change** in some of the complex systems that we work in
- Explore how we can embed the **evidence base** into our day to day work
- Learn more about **harnessing the power of AI** in speech and language therapy
- Explore **eating and drinking with acknowledged risks** within a Scottish perspective
- **Network** and develop closer professional links
- **Hear updates on current and future work and projects** applicable to RCSLT members and why and how members can get involved

Housekeeping

- Toilets
- Fire Safety
- Tea & Coffee
- Lunch
- Café Kiosk
- Accessibility – ‘How can I help?’
- Evaluation form
- Workshops
- X handle

Stalls

- RCSLT Scotland
- Enquiries
- Sponsor
- NES

Outline

Time	Item
10:00	Panel Discussion: Reflections about the future of SLT in Scotland
10:50	RCSLT Scotland Update
11:05	RCSLT Update
11:35	Break
11:55	Whole Systems Change
12:45	Lunch
13:40	Workshop 1
14:30	Break
14:50	Workshop 2
15:50 16:00	Close

Outline

Time	Item
10:00	Panel Discussion: Reflections about the future of SLT in Scotland
10:50	RCSLT Scotland Update
11:05	RCSLT Update
11:35	Break
11:55	Whole Systems Change
12:45	Lunch
13:40	Workshop 1
14:30	Break
14:50	Workshop 2
15:50 16:00	Close



Reflections about the future of Speech and Language Therapy in Scotland: Panel discussion

Irma Donaldson, Deputy Chair, RCSLT
Carolyn McDonald, Chief Allied Health Professions Officer,
Scottish Government
Heather Cameron, AHP Director, NHS Lothian
Fiona Flett, MHLA Lead SLT, NHS Grampian
Pauline Downie, Professional Lead for SLT, NHS
Lanarkshire





RCSLT Scotland update

Glenn Carter, Head of Scotland, RCSLT

September 2024



Priorities for RCSLT Scotland



Supply

Increase the supply of
speech and language
therapists in Scotland



Funding

Protect and develop
funding for speech and
language therapy



Leadership

Support and develop leadership
in the profession, empowering
members to influence effectively.



Wellbeing & Engagement

Support the wellbeing and
engagement of members



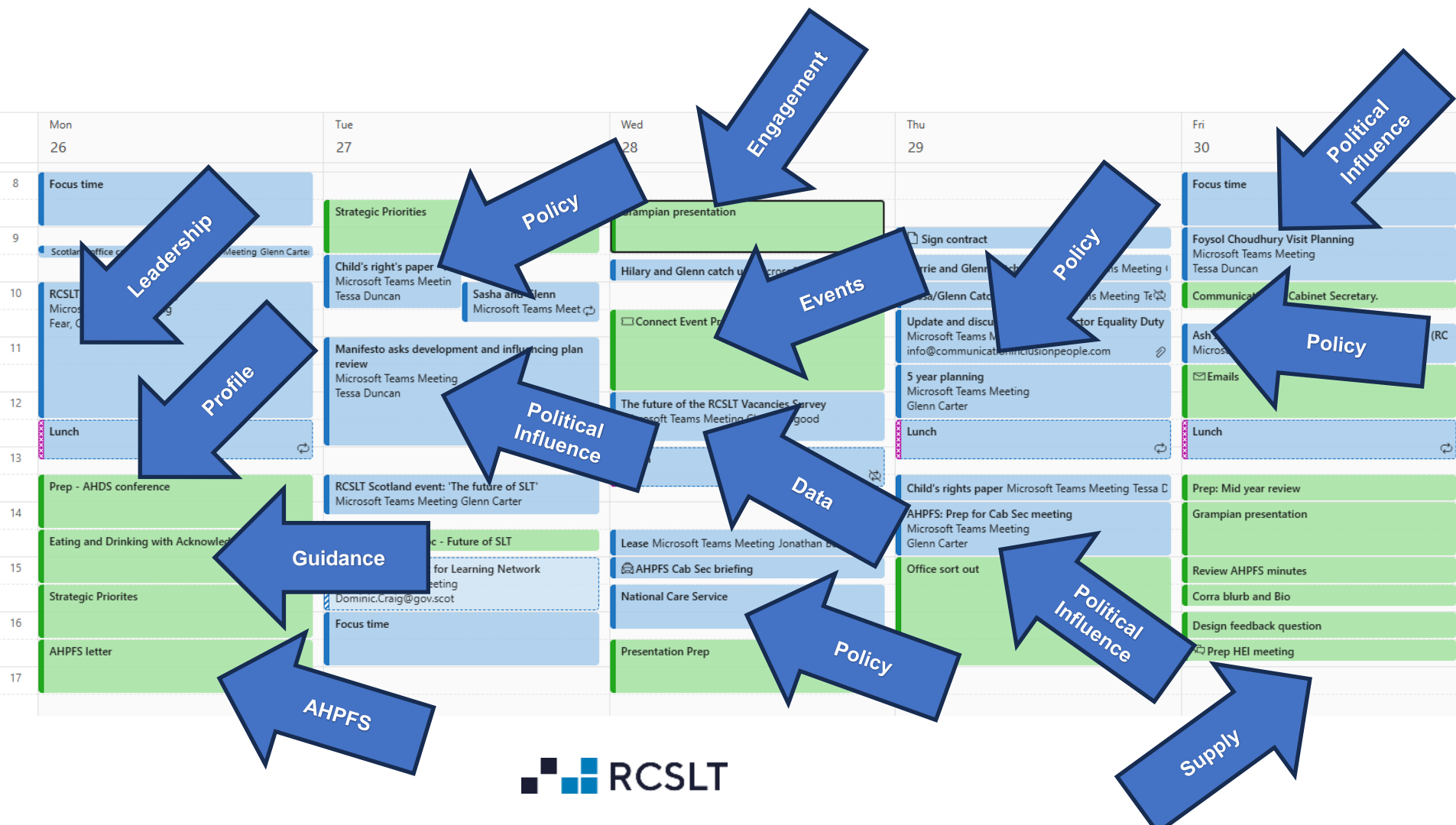
Profile

Raise the profile of speech and
language therapists and the
people they serve.



Policy

Improve and influence
national and local policy



The art of influencing

Influence

Consultations



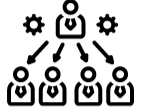
Roundtable



Parliamentary
Questions



Deputations



Networks



VoiceBox
Campaign



Private
Meetings



Inquiry
Evidence



Open
Letters



Media



SOFT

HARD

Manage
Power

Hold to
Account

Build
Relationships

Hard Influencing

Aberdeenshire Council

- Proposed 100% cut to speech and language therapy
- 1 week notice
- Will this be bad for the members and the people they serve?
- Do we have time for softer influencing?
- Risk to Aberdeenshire and rest of Scotland

Monday

Tuesday

Wednesday

Impact Evidence



Open Letter



RCSLT Scotland Office
10/10A Arden Square
Edinburgh
EH2 2AF
0131 226 5200
@RCSLTScotland

10 February 2024

Dear Council,

As Head of the Royal College of Speech and Language Therapists (RCSLT) in Scotland, I write to you to express deep concern with Aberdeenshire Council's savings proposals to cut all funding for children's speech and language therapy at Thursday 9 February 2024's upcoming budget.

The two proposals to completely terminate service level agreements for speech and language therapy to support in Early Years and Additional Support Needs will result in a full scale cut to the children's service in Aberdeenshire. We are facing a spoken language crisis throughout Scotland and these cuts will have a devastating impact on the **9,282 children** with a predicted speech, language and communication need in Aberdeenshire as well as the loss of **seven full-time equivalent jobs**.

Ultimately, this decision will:

Cost the Council more money in support services and future benefits in the long term.

STV



P&J & BBC

Aberdeenshire dad 'worried' about son's future amid proposed speech and language cuts

Should the council decide to go ahead with the termination of speech and language therapy in schools, 6,282 children across Aberdeenshire will be affected. One of those is 10-year-old Harry Davis from Alford.



Thursday

Full Council Meeting



Friday

Media

Schools

It'll wreck lives': Parents slam Aberdeenshire Council speech and language therapy cuts

The P&J met with angry parents from Splitin Autism and More, a peer support group for families affected by autism and additional support needs (ASN), in Inverurie.



Saturday

Petition

Reverse Aberdeenshire Council's Decision to Defund School Speech and Language Therapy



Created:
Petition to:
Aberdeenshire Council

5,331

Signatures

7,500

Next Goal

[Support now](#)

Thanks to your support this petition has a chance of winning the only need to take more signatures to reach the next goal - Can you help?

[Take the next step!](#)

P&J

'Speech and language therapy is not stopping' insists Aberdeenshire council chief

We put YOUR questions on speech therapy cuts to Aberdeenshire council boss.

Reflections

- Right thing to do
- Learning a lot about local councils and power dynamics
- Opportunity to highlight how important SLTs are in education
- SLT isn't easy to cut

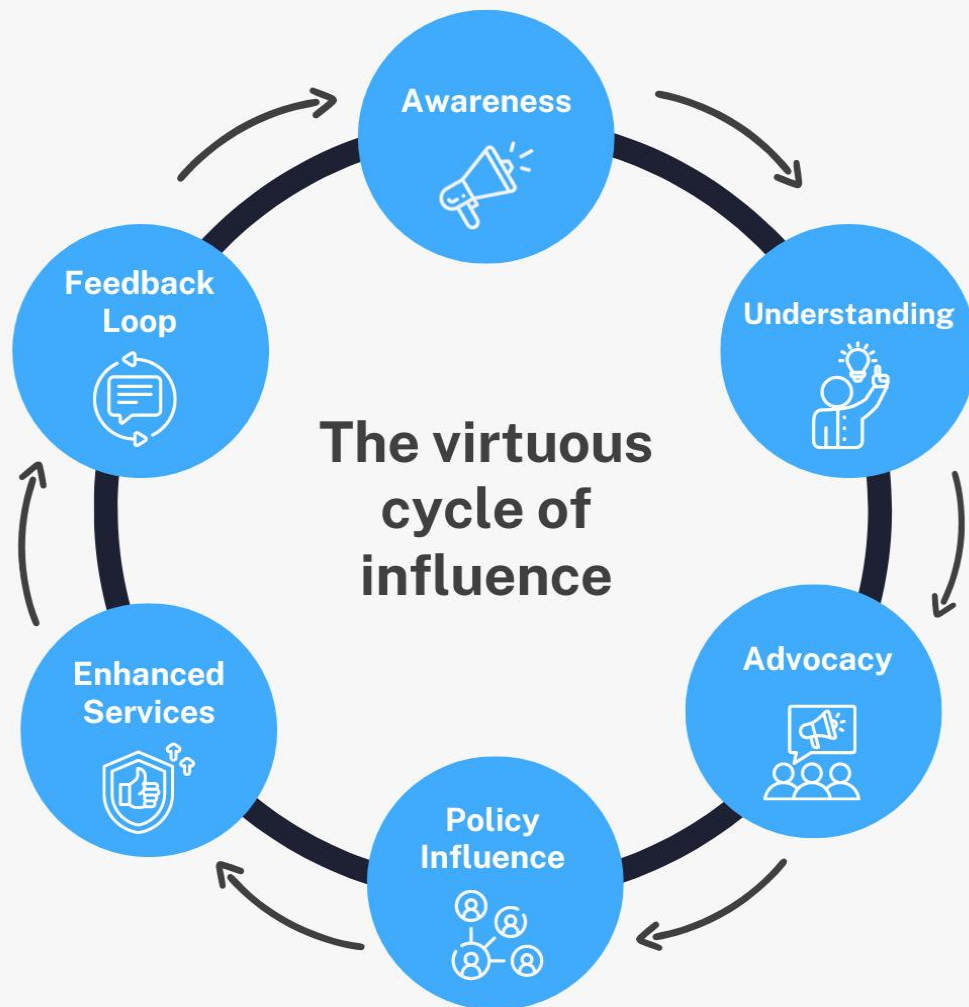
Soft Influencing



VOICEBOX

AWARDS 2024





Purpose of the campaign

- To raise awareness of the joy and importance of communication
- To raise awareness of the importance of SLT
- To share and promote key messages and asks
- To build relationships with key partners
- For participants to have fun





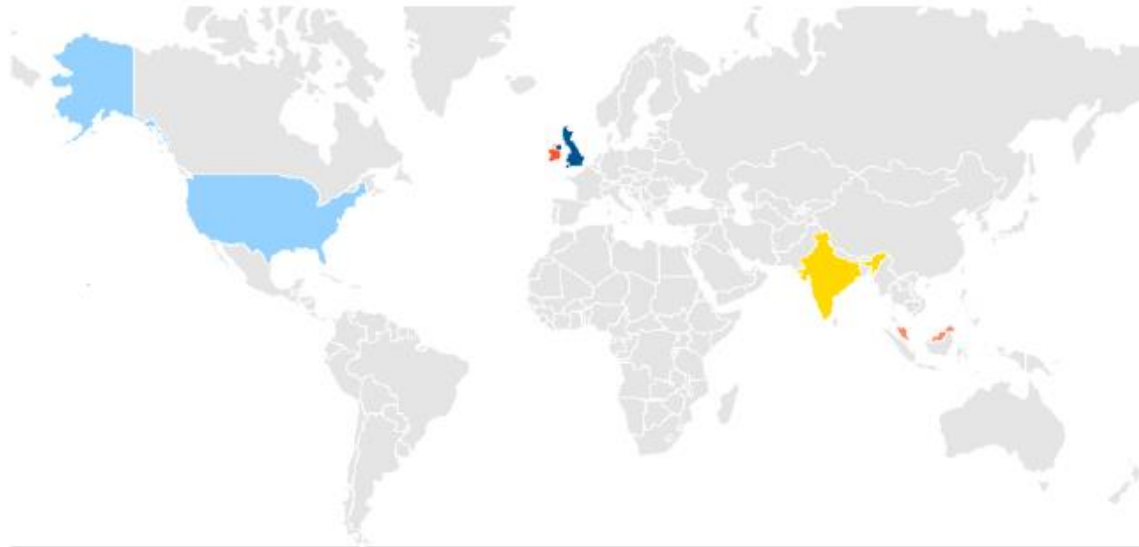
Coverage Summary

2024/01/15 - 2024/01/19

Coverage by Region

2024/01/15 - 2024/01/19

RCSLT - all media mentions



Total Mentions

388

Impressions

160.3M

AVE(USD)

4.1M

Key Messages

- **Higher numbers** of C&YP with comm needs
- **Waiting times have increased** over last 5 years
- **Communication is not a luxury**; it is a fundamental human right
- **Speech and language therapists are a precious resource**











Presiding officer: “Can we do this every week?”

Campaign – Positives

- Raised the profile and visibility of SLTs
- Huge coverage in the media
- Improved relationships with partners and key decision makers
- Good will - opening doors to politicians and other decision makers
- Presiding officer involvement
- Civil Servants very positive

Next Steps

- Scottish Elections 2026
- Eating and Drinking with acknowledged Risks
- Advanced Practice
- Human Rights
- Inclusive Communication
- National Care Service
- Poverty

Priorities for RCSLT Scotland

Supply



Increase the supply of
speech and language
therapists in Scotland

Funding



Protect and develop
funding for speech and
language therapy

Leadership



Support and develop leadership
in the profession, empowering
members to influence effectively.

Wellbeing & Engagement



Support the wellbeing and
engagement of members

Profile



Raise the profile of speech and
language therapists and the
people they serve.

Policy



Improve and influence
national and local policy



RCSLT projects and updates



#RCSLTConnectScotland



Our main areas of strategic focus

- 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

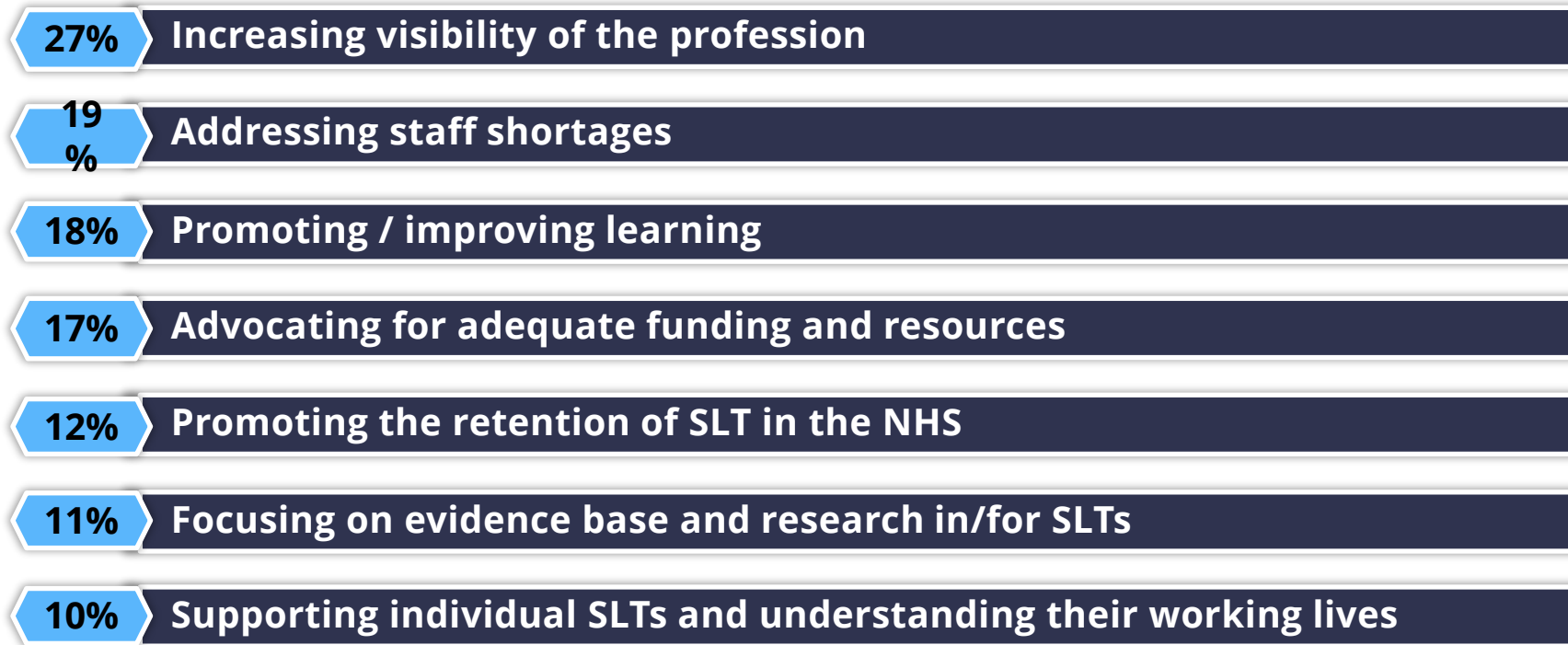
Priorities and big-ticket items for 2024 / 2025



- Prioritise **leadership** in the profession including the launch of our leadership programme
- Influence ahead of the **Scottish 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 80th 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**
- Advocate for the SLT workforce, including by the development of an RCSLT workforce strategy and through sharing outcomes of the NHSE PB education reform programme across all four nations

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.





Guidance and resources

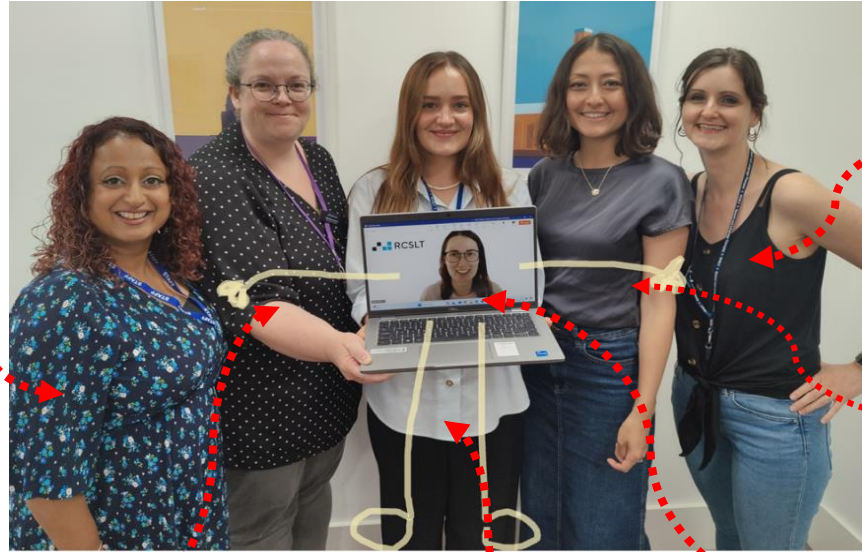


#RCSLTConnectScotland



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)

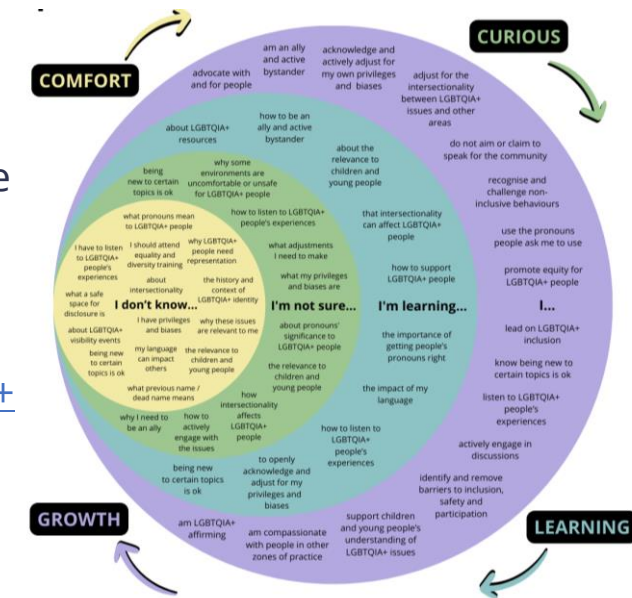
Saskia Whittaker
Project Manager
(Clinical and Professional
Guidance)

**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](#)
- Soon to publish guidance to support neurodivergent SLTs.
- New resource for [practice educators to help with supporting disabled students on placement](#).

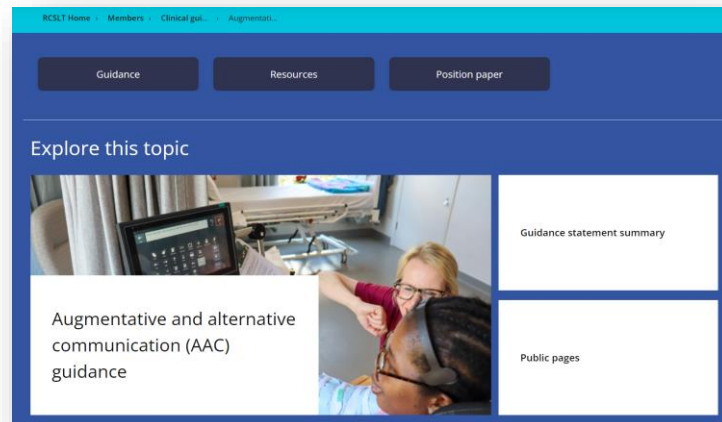


LGBTQIA+ affirming zones of practice

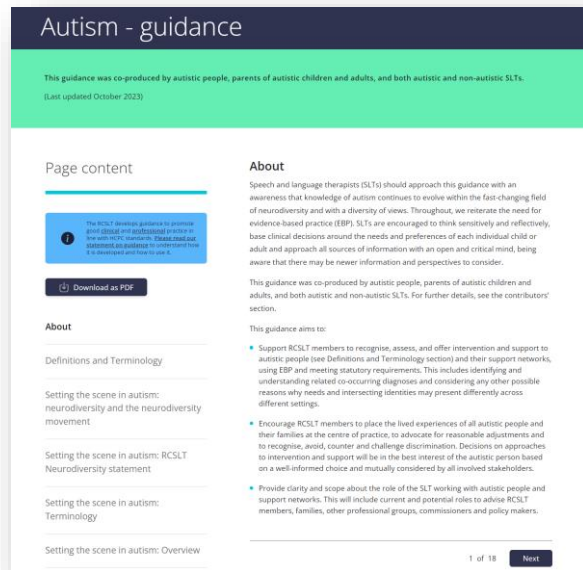
AAC

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.

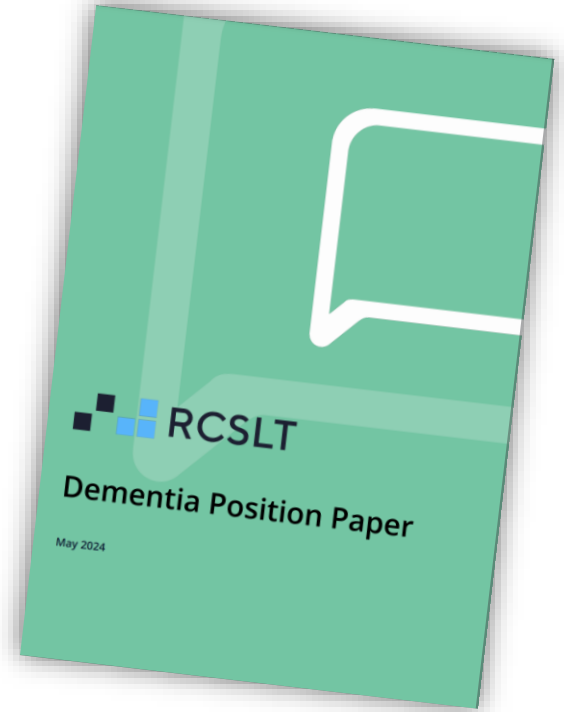
It aims to be a useful resource for our members, providing guidance on evidence-based practice and encouraging critical thinking and self-reflection.

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

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

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](#) EDAR from a Scottish perspective will be discussed in the workshops this afternoon and resources from this will be added to the webpages



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.

Core Laryngectomy Competencies Framework

Name: _____

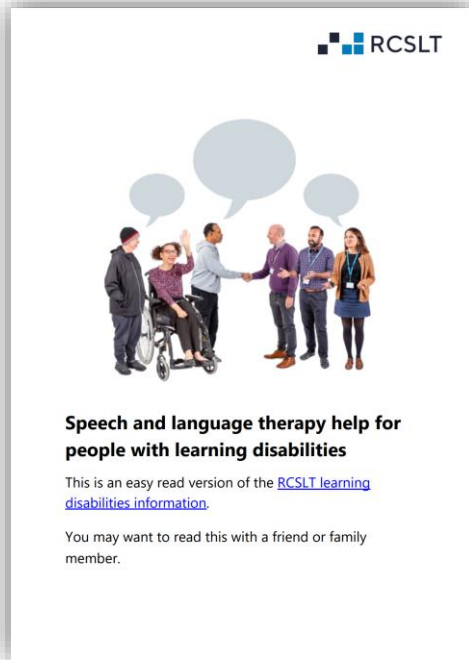
Clinical caseload/client group: _____

Core Laryngectomy Competencies	Required?	Suggested learning tasks	Date completed	Supervisor signature
6.1 Advanced clinical knowledge of laryngectomy anatomy and physiology				
 6.1.1 Able to explain changes pre to post laryngectomy in relation to appearance, communication, respiration and swallowing, including: <ul style="list-style-type: none">• Stoma• Trachea• Tracheoesophageal puncture, post voice prosthesis function• Neck• Reconstruction of pharynx for bolus laryngectomy surgery• Reconstruction and position of• Atypical appearances		<ul style="list-style-type: none">- Use of diagrams, textbooks, anatomical models, online videos, observing laryngectomy surgery if opportunity to do so- Attending face to face courses, webinars or e-learning courses e.g. 'Understanding laryngectomy surgery to optimise voice and swallow'		

rscsl.org | 17



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.

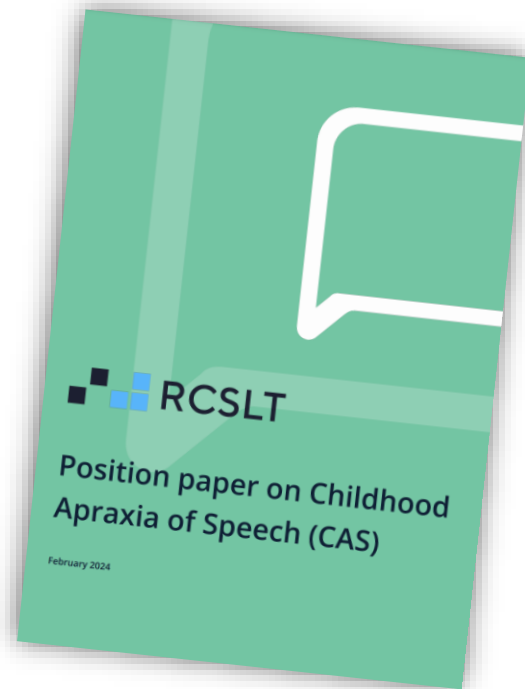


Speech sound disorders

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	How to be involved
Awake craniotomy	Consultation on draft guidance - Winter 2025
Brain injury	Consultation on draft guidance - Spring 2025
Cognitive communication disorder	Consultation on draft guidance - Spring 2025
Curriculum review and placements	Register to join online workshops in October 2024 Consultation on draft guidance – Feb 2025
Dysfluency	Consultation on draft guidance - Winter 2024-25
Eating, drinking and swallowing	Consultation on draft guidance – October 2024
Meeting the HCPC standards	Consultation on draft guidance - Winter 2024-25
Parkinsons	Consultation on draft guidance- Winter 2024-25
Pharyngeal high-resolution manometry	Consultation on draft guidance- Summer 2025



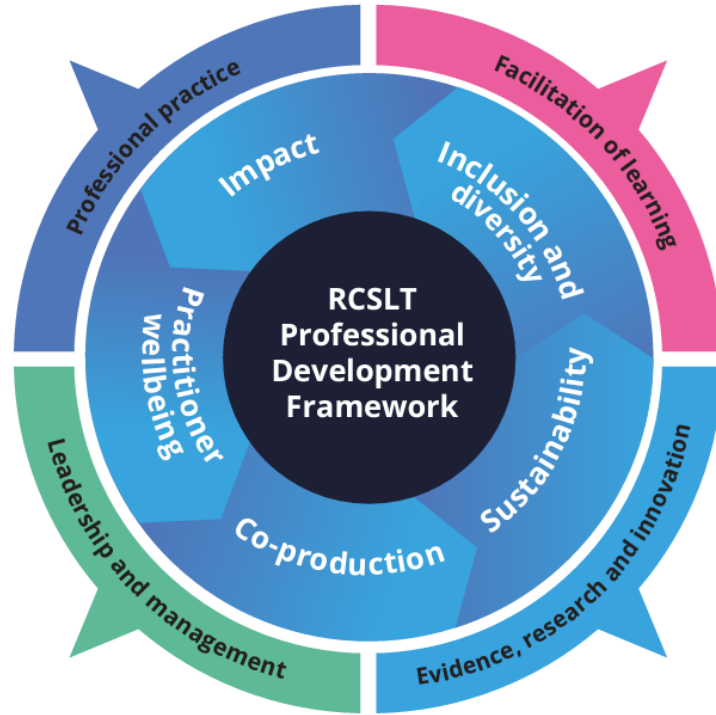
Professional development



#RCSLTConnectScotland



Professional development framework



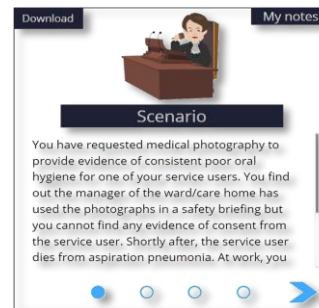
- Structure to map existing skills and experience, and thereby identify areas for development.
- For every stage of your career.
- To help you identify transferable skills when looking at new or future roles.
- For short-term and long-term career planning.

<https://www.rcslt.org/learning/professional-development-framework/>

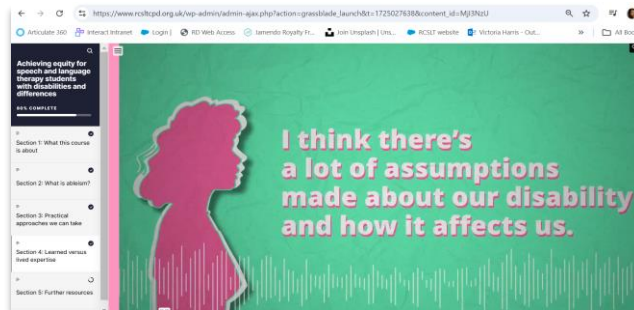


Latest CPD resources

- 56 CPD scenarios
<https://tinyurl.com/RCSLTPDScenarios>

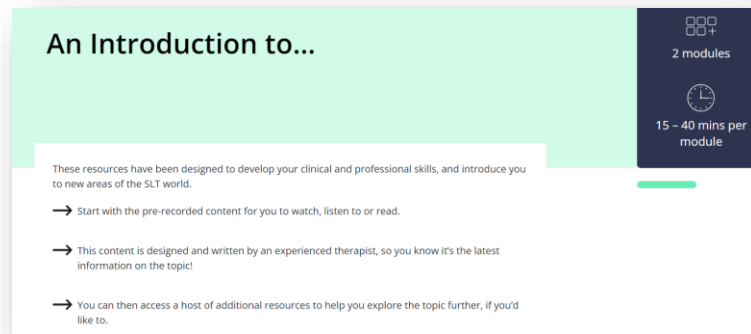


- Elearning for practice educators about supporting students with disabilities:
<https://tinyurl.com/RCSLTAchieving>



"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/>





X #RCSLTConnectScotland



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)

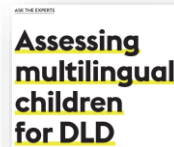
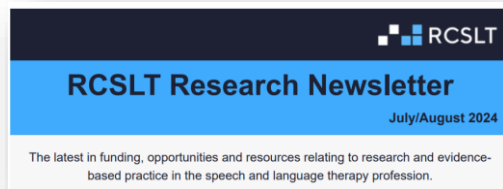
Kathryn Moyse
Outcomes and Informatics
Manager

Charli Nixon
Project Assistant
(Outcomes)

Gemma Jones
Project Co-ordinator
(Research)



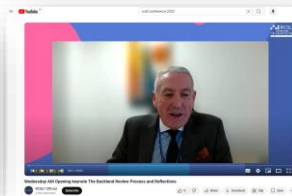
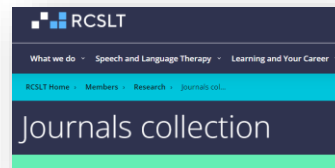
Existing RCSLT resources ...



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...

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

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 | C

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. Boddam

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 Deyanji ^{1,2}, Gemma Clarke¹, Felicity Ekelson ^{1,2}, Salsgarna Durieux¹, Jane Whitney¹, Lingyue Huo¹, Michaela Chappell¹, Christine E. Butler ¹, Olivia C. Leary ¹, Matthew Richardson¹, Emma Owen¹, Kamran Muljani¹, April Brindley¹, Ananya Dasgupta¹, Henry Thomas¹, Paul M. Davies¹, Victoria J. Harris¹, Paul J. Gillingham ¹, Claire Haines Taylor¹, Dan Grewar-Woodward¹, Eng Deyanji¹, Gao-Dan-Dan-Dan-Dan¹, Jack Sargent¹, Daniel Smith¹, John Pryor¹, Lavinia Brown¹, Mandy McHenry¹, Rebecca May¹, Richard A. Evans ¹, Sally Singh¹, Tom Yates¹, Trudi Charles¹, Willem May¹, Emma Harrison¹, Rosemary O'Connell¹, Peter L. Lacey ¹, Jennifer A. Evans^{1,2,3}, James Chalmers¹, Ling-Pei Ho^{1,2,3}, Jane Robert Hooley¹, Michael Marks¹, Michael Parnham¹, Betty Harris¹, Louise V. Page^{1,2}, Cass Brightling ¹, PHOSP-COVID collaborative Group, Neil Sharma^{1,2,3}, Margaret Corley¹, Anil Kulkarni¹, Roger Wadsworth¹

WHAT IS ALREADY KNOWN ON THIS TOPIC

COVID-19 is a global pandemic that has caused significant morbidity and mortality. It is associated with a range of complications, including respiratory failure, sepsis, and multi-organ dysfunction. The PHOSP-COVID study is a large, multi-centre, observational study that aims to understand the prevalence of swallow, communication, voice, and cognitive compromise following hospitalisation for COVID-19.

WHAT THIS STUDY ADDS

This study provides the first large-scale, multi-centre, observational data on the prevalence of swallow, communication, voice, and cognitive compromise following hospitalisation for COVID-19. The findings suggest that these complications are common and can have a significant impact on patient outcomes.


CONCLUSIONS

The findings of this study suggest that swallow, communication, voice, and cognitive compromise are common complications following hospitalisation for COVID-19. These complications can have a significant impact on patient outcomes and should be monitored closely.

Received: 17 February 2023 | Published: 12 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 HBF ¹ | Nikhil Grotton² | Anil Kulkarni^{1,2} | Oliver Hamer¹ | Joanna Harrison³ | Catherine Harris⁴ | Jon Chester⁵ | Elaine Duddy⁴ | Lindsey Collins⁶ | Andrew Clegg¹

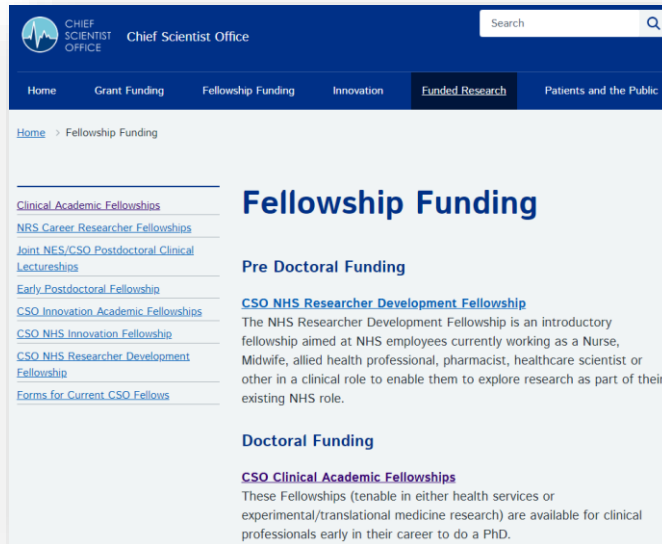
Abstract

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 psychological 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 30 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, 3.48; 95% CI, 1.36–5.64; GRADE Low) with (SMD, 3.08; 95% CI, 0.29–5.75; Very Low), Communication (SMD, 3.86; 95% CI, 0.34–5.47; Very Low), Clinical practice and behaviour of SBHC (SMD, 3.02; 95% CI, 0.21–5.84; Very Low). Over time (the effect of SBHC educational intervention substantially diminished with no evidence of effect at 1 month for any outcome except behaviour (SMD, 3.75; 95% CI, 0.74–6.75; Low), Low). There was some evidence that SBHC training, 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. The 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).



The screenshot shows the NIHR website. The header includes the NIHR logo, 'National Institute for Health and Care Research', and a search bar. The 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'.



The screenshot shows the CAHPR website. The header includes the CAHPR logo, 'Clinical Academic Health Professional Research', and a search bar. The 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 'Research training and careers'.

Outcomes and informatics



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
- Find out more about ROOT by registering, getting in touch or coming along to one of our lunchtime drop-ins: www.root.org/welcome

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



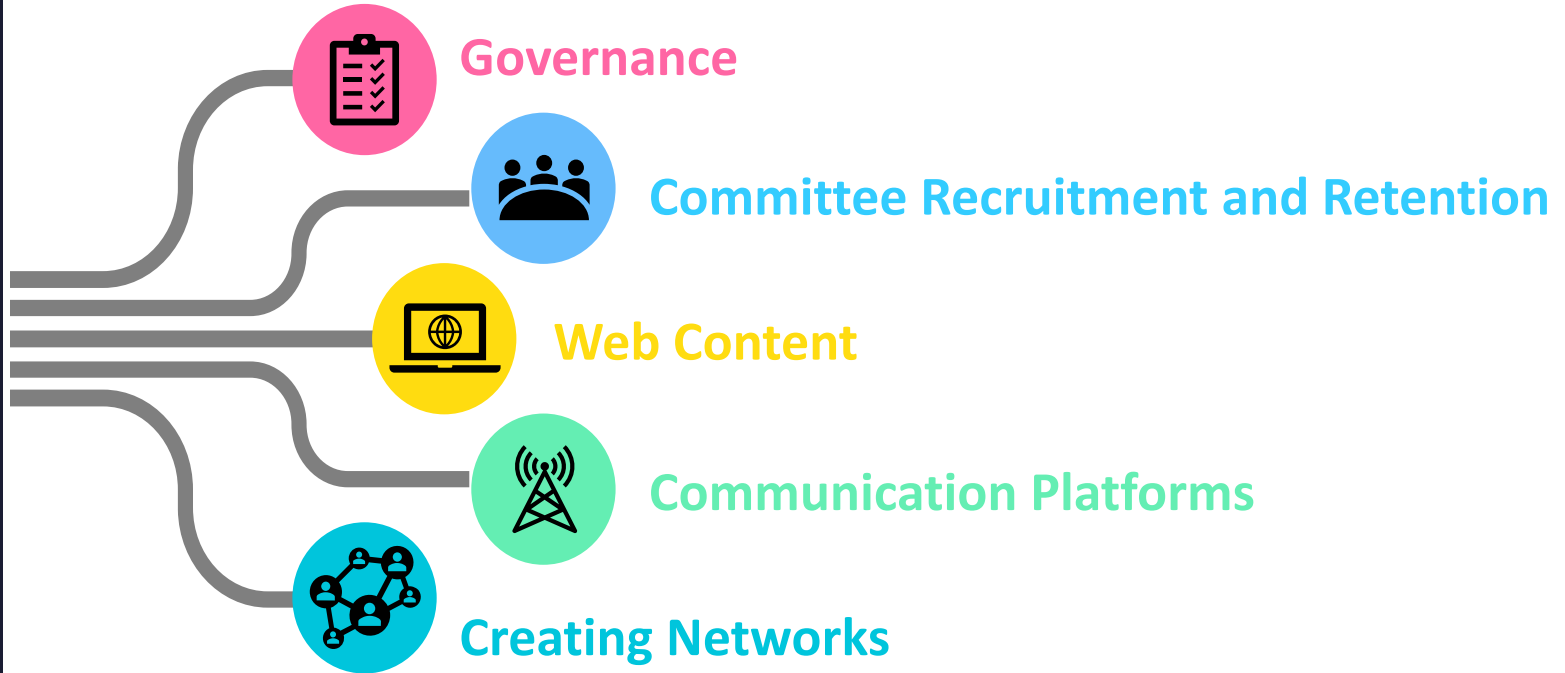
Clinical Excellence Networks



#RCSLTConnectScotland



CEN Development Project



Why join a CEN?

CEN membership offers an array of opportunities including:

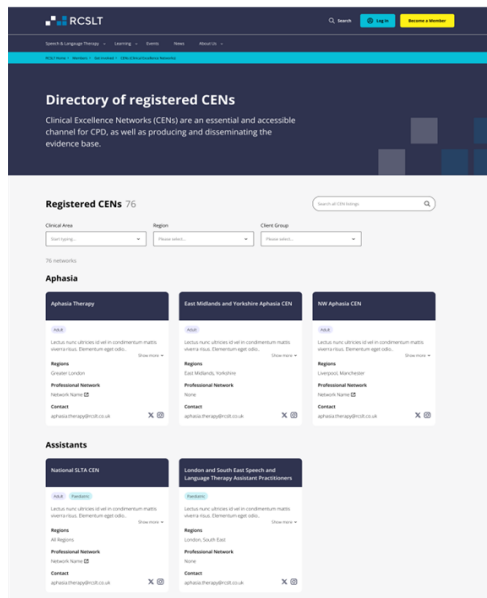
- CPD via study days, events, webinars and shared resources
- peer support from colleagues with a range of experiences
- networking opportunities
- support for career progression
- developing the evidence base
- contributing to professional guidance
- access to channels for involvement in research
- championing the value and impact of SLT through influencing
- links to the RCSLT and other stakeholders



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.

How to find a CEN

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

- 47+ CENs available in Scotland or UK-wide
- Attend individual events
- Join as a regular member
- Become a committee member





Break

X #RCSLTConnectScotland





Whole systems change – how do we achieve long-term positive and sustainable change in some of the complex systems that we work in?

Marie Gascoigne
Director, Better Communication CIC





Lunch

 #RCSLTConnectScotland





Workshops

X #RCSLTConnectScotland





Thanks and close





Evaluation



Evaluation



[event title]

