

Supporting Your Career Journey

Policies, resources, research, networks
and becoming an NQT



Supporting Your Career Journey

As a manager I want someone who is ...



- Well informed about resources
 - Clinical knowledge
 - Evidence based practice
- Aware of relevant policies and current practice
- Networked and engaged with RCSLT
- On the ball (HCPC registration and NQP)
- Motivated and enthusiastic

Supporting your career journey

Policy context

Kamini Gadhok MBE, CEO, RCSLT

 @KGadhok

 @RCSLTPolicy

Policy Development



Examples of impact

How speech and language therapists are changing children's lives



Fionn Doody enjoying a book

September 25 2018













Seven per cent of children aged five have speech difficulties. Stephanie Bell talks to two families whose youngsters' lives have been transformed by speech and language therapists.

- Meetings with **three** members of the Education Select Committee
- Top **ten** most frequently mentioned Twitter accounts during Public Health England's conference
- **56** parliamentary questions tabled
- **1,200** members of Scotland's Our Voice Citizen's Panel surveyed on inclusive communication.
- **2,300+** new followers for @RCSLT Twitter feed

Examples of impact

The #PHEConf18 Influencers

Top 10 by Mentions

	@PHE_uk 2,248
	@felly500 237
	@BrineMinister 177
	@LGAWellbeing 157
	@jimmcmanusph 134
	@TheKingsFund 134
	@HealthFdn 128
	@FurberA 125
	@davidjbuck 122
	@RCSLTpolicy 121

Petitions

UK Government and Parliament

Closed petition

UK Government to implement the Bercow: Ten Years On recommendations

I CAN and the Royal College of Speech and Language Therapists have just published a review of provision in England for children and young people with speech, language and communication needs. We are calling on the Government to implement its recommendations and MPs to support the review's findings.

[More details](#)

This petition is closed
All petitions run for 6 months

11,622 signatures

[Show on a map](#)

100,000

- **5,500+** responses to Communication Access Symbol consultations
- **11,622** signatures on the petition calling on the Government to implement the recommendations of *Bercow: Ten Years On*
- **36,403:** Circulation of The Belfast Telegraph which included a feature: "How speech and language therapists are changing children's lives"
- **£50,000** to develop hub and spoke model for AAC in Wales
- **3.5m** impressions for the @RCSLTpolicy Twitter feed



does not stop at University!

- Giving Voice Toolkit – available on <http://www.givingvoiceuk.org/resources/>
- RCSLT Local Influencing Pack – available on www.rcslt.org
- If you have an interest in a specific clinical area, get involved in a CEN
- Have a look at our twitter feed: @RCSLTpolicy
- Ask us!

Why should YOU know?

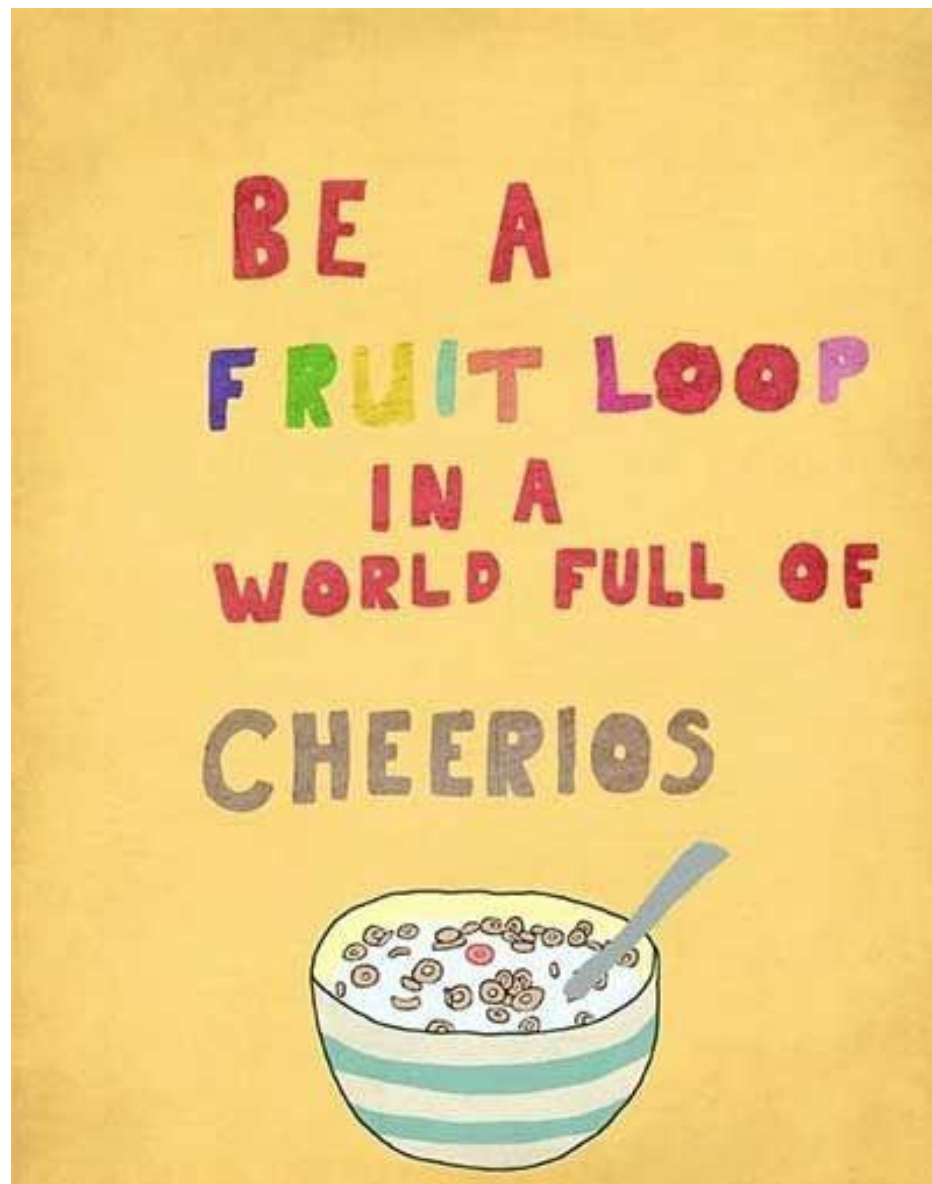


Employers are now seeking for Newly Qualified Speech and Language Therapists to have an understanding about policy

- **Inform**
- **Patient Centred**
- **Understand** (role changes, SEND reforms, Bercow 10 etc.)

Skills - Analytical/ Judgmental - Planning & Organising - Information resources - Communication	Negotiation and Problem solving Skills Demonstrates good analytical and reflection skills Well developed concentration skills Good auditory discrimination skills and ability to transcribe speech phonetically Knowledge of assessment tools relevant to the client group Prioritisation skills Good organisational skills Knowledge of a range of appropriate therapeutic interventions (relevant to the client group) Awareness of standards of record keeping Knowledge of national policies and procedures (relevant to the client group) Awareness of the principles of clinical governance /audit Good presentation skills, both written and verbal	 Awareness of the current political changes and pressures affecting the NHS Experience of training other professionals
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- Influence
- Evidence
- Outcomes



Supporting your career journey

Research & Resources

Lauren Longhurst

RCSLT Research and Development Team



@RCSLTResearch

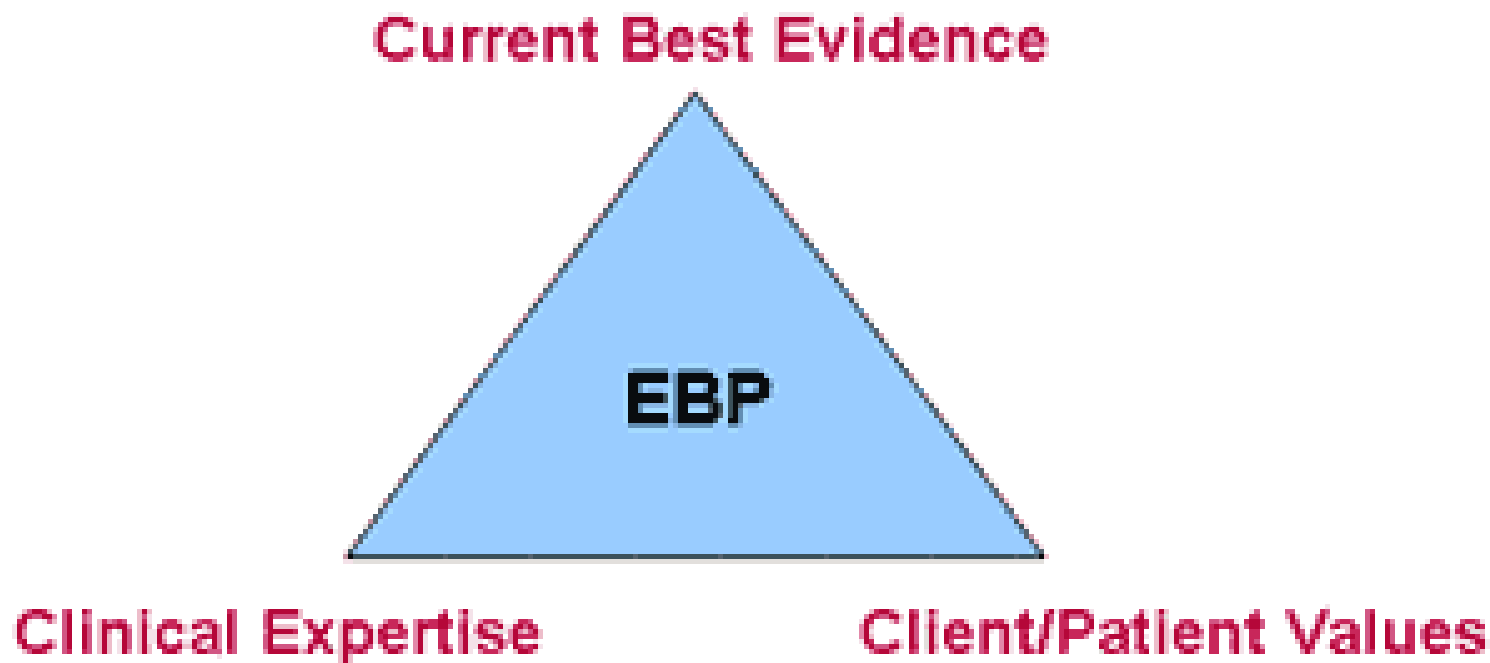


@RCSLTLearn

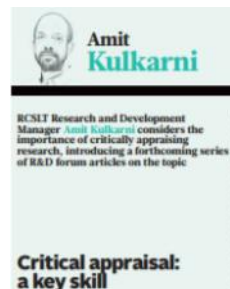
What is evidence-based practice?

"Evidence-based medicine is the integration of best research evidence with clinical expertise and patient values."

Sackett et al. (2000)



Learn about EBP



Find the evidence



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION



Appraise and apply the evidence



Clinical decision-making tool



The Communication Trust
Early child assessment

Search

What Works?	What is What Works?	Who is What Works for?
Why should I use What Works?	How do I use What Works?	Get involved in What Works
Understanding the evidence base	The SEND Code of Practice	Glossary of terms
Search		What Works Training Database

Search

Please choose from the options below to find interventions that meet your criteria. You can select from one or any of the steps, all of them, or none at all. You can be specific to see your results. For an explanation of the search terms, please click here.

Effect size You can now view the effect size of interventions on different outcomes. To find out how to interpret effect sizes, see our [page on effect sizes](#).

Effect sizes were drawn from the study which provided sufficient evidence to calculate them given the means and standard deviations. Please note that the representative of all the studies for this type of intervention.

For some interventions there is not enough information available to calculate effect sizes for some outcomes. For these, effect sizes have been calculated only for the outcomes where there is sufficient information given by the original authors. For effect sizes calculated on data to help inform decisions on your intervention page.

Area of need	Age Range	Priority of intervention	Outcome	Setting	Evidence rating
<input type="checkbox"/> Speech <input type="checkbox"/> Language <input type="checkbox"/> Communication	<input type="checkbox"/> Childhood <input type="checkbox"/> Childhood <input type="checkbox"/> Adulthood	<input type="checkbox"/> Essential <input type="checkbox"/> Significant <input type="checkbox"/> Secondary	<input type="checkbox"/> Behavioural <input type="checkbox"/> Cognitive <input type="checkbox"/> Academic <input type="checkbox"/> Other	<input type="checkbox"/> Clinic <input type="checkbox"/> Community <input type="checkbox"/> Home <input type="checkbox"/> Other	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Weak <input type="checkbox"/> No evidence

OR if you know the name of the intervention, search alphabetically here:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Search for interventions

ResNetSLT - Research Support Network

News About us Membership map Events Resources Newsletter Journal Club Contacts Links

Friday, 8 June 2018

Clinical academic networks

Thank you to Katherine Bricefield (@kbricefield) for presenting her latest research - [link post](#).

As a speech and language therapist I've worked in networks that were directly related to my clinical area. I joined special interest group/clinical excellence networks and attended meetings to share ideas, learn, and information which informed my clinical practice.

With regards to broader networks, I couldn't really understand how people outside my organisation or profession would be able to help me with my role as a speech and language therapist.

When I started my PhD in April 2017, and being 200 miles away from my University, I realised I would need support. But I couldn't access to my local network. I started reaching out to sources of support on the internet and I found other clinical academics were discussing their research, clinical interests and wider concerns via social media.

I joined to join, but I soon realised how to stay clinical. That connection and help from ResNetSLT.

Welcome to the Research Support Network

ResNetSLT

The Research Support Network (ResNetSLT) supports research capacity building, in a key priority action for understanding evidence based practice and helping experienced clinicians contribute to the professional evidence base.

University of Central Lancashire

Stay up to date with the evidence



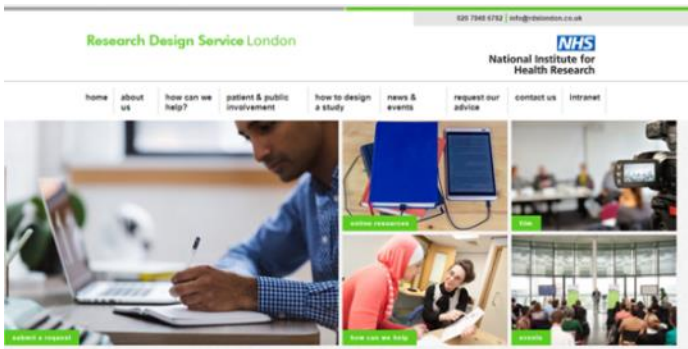
Journal alerts



Thinking of a career involving research?



NQP competencies ✓



FAQs



Julia to send to Lauren

Supporting your career journey

RCSLT Professional Networks

Kaleigh Maietta

Events and Member Engagement Officer

kaleigh.maietta@rcslt.org

 [@RCSLThubs](https://twitter.com/RCSLThubs)



Community

- /kə'mju:nɪti/
- the condition of sharing or having certain attitudes and interests in common



Social communities



RCSLT Social Media



@RCSLT
@RCSLTLearn
@RCSLTResearch
@RCSLTPolicy
@RCSLT_Bulletin
@RCSLTScot
@RCSLTWales
@RCSLTNI
@GivingVoiceUK
@RCSLTHubs



Webinars
My Journey
Patient stories
Leadership
Lectures



@RCSLT



RCSLTOfficial
RCSLTResearch

What makes a professional community different?



- Your access to the profession
- Advice and professional help
- Find people interested in the same things as you are in both a professional and personal context
- Helps to spread best practice
- Helps to build resilience



What's out there for me now?



- Hubs – geographical networks of SLTs
- CENs – clinical or interest-based networks of SLTs
- Research champions – SLTs interested in research
- Learning champions – SLTs with great connections to CPD
- Giving Voice – SLTs with an interest in influencing



What's out there for the future?



- RCSLT General advice
- RCSLT Membership enquiries
- Clinical Advice – access to RCSLT Advisers for research and EBP
- Clinical academic career mentors
- Leadership mentors
- CEN/Hub steering groups



info@rcslt.org

How will that help me find a job/start my first role?



- When you're looking for job adverts, who do you ask?
- If you come across a role in an area you haven't worked before, who could you ask for information on what the day might look like?
- If you're thinking of moving for your first role, who could give you advice about your new location?
- What are your professional goals? What networks are available to help you achieve them?



Supporting your career journey

Being a newly qualified practitioner

Louise Borjes, Project Co-ordinator, RCSLT



And
so the
adventure
begins



The journey to becoming a fully practising SLT

I think I might train
to be a Speech and
Language
Therapist...



I've started my
journey as a
student



I've registered
with HCPC and
I'm now a
Newly
Qualified
Practitioner



My NQP
Framework has
been signed off
and I'm now a
fully practising
member

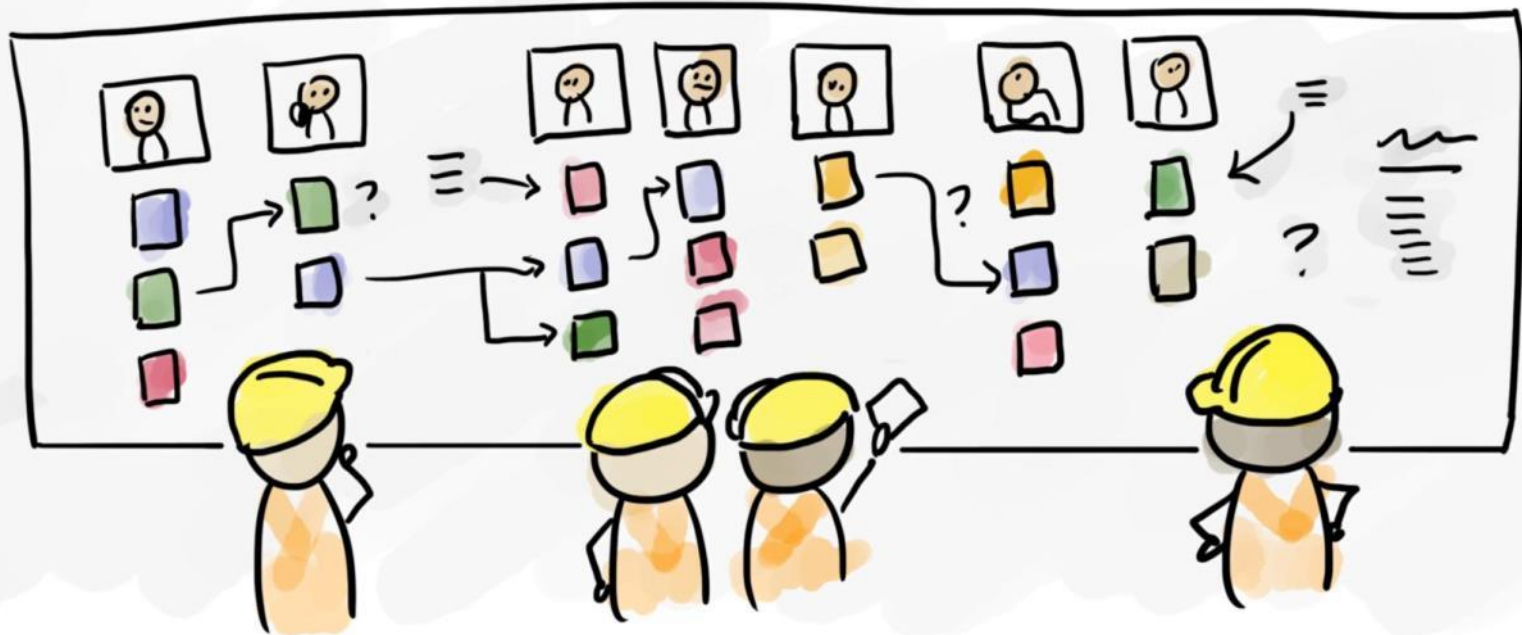


Keeping my
knowledge and
skills
up-to-date
(CPD)



Lifelong
learning
(CPD)

What is the NQP Framework



Features of the NQP Framework



Key elements

Complete 24 goals (competencies, same as the old NQP Framework)

Can create your own goals in addition

Complete between 1 – 2 years

Collect evidence to support goals and add these to the goal

Can collect evidence as a volunteer but cannot be signed off

Supervisor signs it off electronically as and when you complete a goal

Supervisor must be a RCSLT member and HCPC registered

Supervisor must be at least 2 years qualified

Can have more than one supervisor across the period

RCSLT Core capabilities



RCSLT Core capabilities (cont.)



- Each goal is linked to a core capability
- Helps you to see what the focus will be on during your NQP period: Professional autonomy and accountability
- If you are embarking on a PhD, the NQP goals can be completed as part of the process of transfer from MPhil to PhD (up to the supervisor, RCSLT is not prescriptive about this)

Why should I complete the NQP Framework?



- Transition to fully certified membership of RCSLT
- It helps you to:
 - a) Develop detailed knowledge of a particular working context and its impact on practice
 - b) Build up a bank of supervised cases in relevant areas of casework to support future independent clinical decisions
 - c) Reinforce certain key aspects of fully independent professional practice