

Towards a diverse profession 26th June 2019

Detailed write-up of table discussions

This document provides a write up of the issues discussed and recorded during the careers and diversity workshop “Towards a diverse profession” held at RCSLT on 26th June 2019. It includes:

- an overview;
- summary for each area;
- detailed comments made in each table discussion;
- the draft business plans each table worked on.

The table comments reflect the comments made on post-it notes and where comments were repeated we have amalgamated them.

Overview of common themes

Better branding and marketing of the profession:

- more diverse images;
- more diverse role models;
- think about our language in careers promotion and the workplace;
- promote SLT careers in the right social media & online – vlogging/ podcasts/ stories/ You Tube;
- ensure we promote to GenZ in ways that appeal to them;
- outreach to community touchpoints not just online and schools – identify the influencers;
- a new national student network to help campaign?
- make the most of own resources: Bulletin / RCSLT website.

Research – characteristics of SLTs, motivations, learning from other professions.

Support for students - curriculum to proactively prepare students for different cultures and diversity issues they may experience on placement and in the workplace.

Support for SLTs:

- need for new diversity support networks;
- SLT tailored resources that support cultural differences in workplaces and with service users.

Unconscious bias/ discrimination – proactive not reactive.

Diversity: ethnicity

Summary outputs

Establish BAME networks locally and nationally.

A role for BAME champions?

SLT tailored resources to support understanding of cultural differences in populations.

Diversity in careers promotion materials and social media.

Develop a culturally relevant curriculum for students.

Equip HEI's, practice educators and clinical teams with skills and knowledge to support BAME students on placement and BAME members of clinical teams.

Teaching – resources to support bilingualism – opportunity to seek internationally?

The profession should reflect how to deal better with incidents of discrimination/ unconscious bias and how to proactively ask the question.

Is there an attainment gap for BAME students?

Table comments

Themes	Issues	Solutions
Awareness	Lack of awareness of what SLT is or routes into the profession. Lack of representation of different ethnicities.	<ul style="list-style-type: none">• Videos – a day in the life.• Social media campaigns – find the influencers eg celebrities.• Talks/ schools/ communities.• Publicity material.• Make an open discussion OK.• Making more of the advantages of knowing another language.
CPD/ mentoring/ culture	Need to understand each culture's differences. Low pay and prestige. Lack of diversity training. Unconscious bias still happens in the workplace.	New diversity champions and mentors. Resources to support better understanding. Diversity training. Inductions for new staff to help them work successfully in diverse cultures.

<p>Placement support</p>	<p>Dealing with racism from patients.</p> <p>Unconscious bias from colleagues when in placements.</p> <p>More to support and prepare all SLT students to work with diverse populations.</p>	<p>Training practitioners to support students from diverse backgrounds to manage challenges when on placement.</p> <p>Amend RCSLT placement guidance to reflect diversity issues in relation to service users and colleagues.</p> <p>Develop diversity resources to support preparation for placement.</p>
<p>Representation</p>	<p>Lack of representation on courses, in teams or academic teams.</p>	<p>Quotas/ positive action?</p> <p>Mentors to support.</p> <p>Draw on learning from other professions.</p> <p>Develop BAME networks.</p>
<p>University support</p>	<p>Diverse students don't feel supported at university.</p> <p>Lack of cultural competences.</p> <p>Unconscious bias is happening. BAME students do not wish to report in case of appearing a "troublemaker".</p>	<p>Adapt SLT curriculum to be culturally competent. Diversity and ethnicity modules needed.</p> <p>Develop resources to support the curriculum eg e-learning or delivery from people with diverse backgrounds.</p> <p>Teach authentically about diversity and working with different cultures.</p> <p>More proactive action in universities to ask if unconscious bias is happening to students.</p>
<p>Accessibility/ admissions</p>	<p>Few shadowing opportunities.</p> <p>Application process.</p> <p>Attainment – entrance criteria.</p> <p>Routes into the profession few.</p>	<p>More part-time courses?</p> <p>Support the apprenticeship.</p> <p>SLT diversity mentors available.</p> <p>Target at key careers decision points eg after GCSEs.</p> <p>Develop online learning on writing a good SLT application.</p> <p>Discuss issues with universities.</p>

Bilingualism	<p>Lack of specific bilingualism roles.</p> <p>Focus on English only in courses.</p> <p>Lack of text and resource materials.</p>	<p>Workshops on bilingualism?</p> <p>Celebration of additional skills that bilingualism brings.</p> <p>Liaise with managers on bilingual job roles and job descriptions.</p> <p>Share skills across the UK in bilingual hubs.</p>
Research	Understanding the figures.	Is there any attainment gap?

Business plans

BUSINESS PLAN NO. 3 : DIVERSITY ETHNICITY
Focus Area: Representation
<p>What is the idea? Establish BAME networks and resources. To increase diversity in SLT through the work of a network of individuals.</p>
<p>What problem is it addressing? Capture information from people on the ground, providing support for SLTs and students for anyone who is interested in issues related to diversity. A channel to feed back issues to RCSLT.</p>
<p>What is the scope local/regional/national? Local champions group meetings – have a local presence. Feed into regional and national discussion, tapping into wider NHS, Las and social care initiatives. Identifying spaces to influence across the board. The Hub role could be:</p> <ul style="list-style-type: none"> • how to serve the diverse populations in the area; • how to deliver culturally competent care; • how to influence young people from diverse backgrounds into the career; • why are BAME under-represented? • raising awareness; • changing perceptions within our own profession; • gathering information for RCSLT re issues on the ground; • celebrating diversity; • support for one another; • experiences of SLTs.
<p>What resources are required – funding, people, materials? Volunteers. Meeting space.</p>
<p>Who should lead delivery and who should be asked to help? A dedicated “diversity” champion within RCSLT. A funded project from RCSLT or with RCSLT backing to encourage/ enable people to do this alongside their everyday jobs.</p>

What are the first steps?

An initial meeting to identify the issues.
Email to register interest in being involved – kahoot?
RCSLT create a “diversity champions” – like research champions.

How can technology help delivery?

Online meetings – eg skype and to gather information.

Role of social media – campaigns/ SLT and student involvement/ #tags/ videos

#SLTdiversity
#SLTontour
A day in the life video.

Role for careers websites?

Ensuring links to the profession.

Timescales short/ medium/ long

Involvement in open days/ admissions?

How is the promotion of diversity embedded in the approach?

Mentoring for career progression, link to BAME network. Support at the student level.

What is the outcome?

Increased representation and ongoing for therapeutic interventions.
Increased awareness of the profession in the wider community.
Individuals feeling more supported in their roles.

How should progress be evaluated?

Questionnaires/ statistics (applications and acceptances and career progression).
Networks established.

BUSINESS PLAN NO. 4 : DIVERSITY ETHNICITY
Focus Area: developing a culturally relevant student curriculum
<p>What is the idea? Develop a pre-registration curriculum that looks at cultural competences and what it takes to get there. A representative curriculum.</p>
<p>What problem is it addressing? The lack of cultural competences, tokenistic at present.</p>
<p>What is the scope local/regional/national? National.</p>
<p>What resources are required – funding, people, materials? Case studies and stories. RCSLT expectations around cultural learning – interpreting the curriculum guidance. A toolkit for implementation.</p>
<p>Who should lead delivery and who should be asked to help? Universities/ RCSLT. International perspectives – what can we learn from SLT in other countries? Broad network of specialist support.</p>
<p>What are the first steps? Get a group together. Check current guidance. Link to appropriate SIGs. A forum around clinical diversity. Bulletin article.</p>
<p>How can technology help delivery? A hub to share resources online – RCSLT website.</p>
<p>Role of social media – campaigns/ SLT and student involvement/ #tags/ videos To help identify these communities.</p>
<p>Role for careers websites? Not immediately.</p>
<p>Timescales short/ medium/ long Medium term for development.</p>
<p>How is the promotion of diversity embedded in the approach? Embedded inherently.</p>
<p>What is the outcome? More diverse curriculum embedded in practice.</p>
<p>How should progress be evaluated? Feedback from students. All students more prepared for the workplace.</p>

BUSINESS PLAN NO. 5 : DIVERSITY ETHNICITY
Focus Area: Placements
<p>What is the idea? To equip practice educators with the skills and knowledge to support SLT students while on placement when faced with racism/ prejudice or any circumstance that can make them feel uncomfortable based on their ethnic background, beliefs or attitudes.</p>
<p>What problem is it addressing? The challenges, racism, unconscious bias faced by students from ethnic minorities while on placement, whether from service users or colleagues.</p>
<p>What is the scope local/regional/national? National.</p>
<p>What resources are required – funding, people, materials? Case studies of experiences. Focus groups with practice educators, placement co-ordinators and students to gather information.</p>
<p>Who should lead delivery and who should be asked to help? CREST/ RCSLT Placement co-ordinators and educators Students Service users SLTs</p>
<p>What are the first steps? Get a group together. Information from students or former students. Analysis.</p>
<p>How can technology help delivery? E-learning modules? Webinars?</p>
<p>Role of social media – campaigns/ SLT and student involvement/ #tags/ videos Tweeting through RCSLT. Quick guides (similar to five good communications tips). Eg #5toptips4diversity, #1ofyour5a day, #tip of the week</p>
<p>Role for careers websites?</p>
<p>Timescales short/ medium/ long Short to medium term.</p>
<p>How is the promotion of diversity embedded in the approach? Project would need to unpick how to create an environment where student could unpick their diverse experience through being asked the right questions.</p>
<p>What is the outcome? For practice educators to feel equipped to have the discussion to appropriately support students.</p>
<p>How should progress be evaluated? To re-survey PEs and students.</p>

