

# Evidence Brief: Speech and Language

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Produced by the Knowledge Management team Evidence Briefs offer an overview of the published reports, research, and evidence on a workforce-related topic.

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### Key publications – the big picture

#### [NHS Long Term Workforce Plan](#)

NHS England, 2023 (updated 2024)

Before any of the interventions set out in this Plan, and even after factoring in ambitious expectations for improved productivity, the workforce shortfall across NHS organisations will grow to 260,000–360,000 FTEs by 2036/37. Most professions will see shortfalls grow, but this trend will be more pronounced for some professions. [...] Among the allied health professions (AHP), shortfalls will increase the most for paramedics, occupational therapists, diagnostic radiographers, podiatrists, and speech and language therapists. (Page 17) More than a third of AHPs could train through apprenticeships, compared to 6% now, but this would vary by professional group. The Plan sets out the following assessment for proportion of entrants joining the AHP workforce via an apprenticeship route by 2031/32: up to 5% for speech and language therapists and physiotherapists. (Page 45) Implementing the Plan's recommendations would enhance the scope and reach of AHP roles to help manage demand most productively. This includes increasing the number of advanced practitioners and independent prescribers, and AHPs acting as senior decision-makers in appropriate settings. Alongside this, education and training expansion and reform will be important to address shortages in particular allied health professions, such as diagnostic radiography, therapeutic radiography, occupational therapy, and speech and language therapy. (Page 46)

#### [Revised standards of conduct, performance and ethics](#)

Health & Care Professions Council, 2024

The revised standards of conduct, performance and ethics came into effect on 1 September 2024. Our [guidance on social media](#), which sits alongside the standards, has also been revised.

#### [Approved programmes](#)

Health & Care Professions Council, 2024

A database of approved education programmes for Allied Health Professionals.

#### [Recruitment of overseas allied health professionals](#)

NHS Employers, 2024

How overseas allied health professionals (AHPs) can enter the UK for work.

#### [Innovation and collaboration: supporting Allied Health Professions Return to Practice](#)

NHS England, 2023

It is well recognised that there are significant challenges in AHP workforce supply, retention, and growth across all sectors of health and care. Returning Allied Health Professions are a vital element of the Health Education England (HEE) workforce plan and are essential in re-directing knowledge, skills and experience back into health and care sectors.

#### [National profiles for Speech and Language Therapy](#)

NHS Staff Council Job Evaluation Group, 2023

A profile for SLT job roles and responsibilities.

#### [AHP Educator Career Framework](#)

Council of Deans of Health, 2023

The AHP Educator Career Framework is an outcomebased career framework that describes the knowledge, skills and behaviours required to be an effective teacher, learning facilitator, supervisor and role model in AHP education in practice and formal education settings. First and foremost, it promotes the education pillar of AHP professional practice, recognising that education is everyone's responsibility.

### [Genomics for allied health professionals: Survey results](#)

NHS England WT&E, Genomics Education Programme, 2023  
Overall, your responses showed that a good majority of you feel you don't have a good understanding of genomics.

### [Your future allied health professionals](#)

NHS Employers, 2023  
This infographic sets out the different routes available for organisations to train allied health professionals.

### [A guide to ESR coding for Advanced Practitioner roles](#)

NHS England WT&E, 2022  
To ensure that advanced practitioners' skills are consistently recognised, and better enable those skills to be deployed across healthcare settings we must now ensure that the NHS workforce accurately reflects the breadth of the modern clinical workforce.

### [The Allied Health Professions \(AHP\) for England: 2022 to 2027](#)

NHS England, 2022  
This strategy is a catalyst for change. Wherever you work, every member of our AHP community has a part in realising our collective ambitions through its delivery. I therefore encourage you to take a moment to consider how the AHP community can enable the change required to deliver future care today.

### [Allied Health Professions' Research and Innovation Strategy for England](#)

NHS England WT&E, 2022  
This Strategy comprises a definitive collective national reference statement that encompasses and supports the existing research and innovation strategies of all the Allied Health professional associations.

### [What can AHPs offer in mental health settings?](#)

Health Education England, 2021

AHPs are the key to transforming health, care, and wellbeing. Working at the top of their competencies and skills, AHPs lead mental health teams to new ways of working. Their expertise in rehabilitation and enablement is vital to move away from over-reliance on hospitals and towards professional interventions across health and social care settings.

### [My role in tackling health inequalities: a framework for allied health professionals](#)

The King's Fund, 2021  
This framework builds on our commitments in the UK allied health professions public health strategic framework 2019–2024 (Allied Health Professions Federation 2019) and we hope AHPs across the UK will find it useful. It aims to help you to consider your own unique contribution to tackling health inequalities and to help maximise this through a series of lenses and questions.

### [What is advanced clinical practice?](#)

NHS England WT&E, no date (estimated post-2020)  
Advanced clinical practitioners come from a range of professional backgrounds such as nursing, pharmacy, paramedics and occupational therapy. They are healthcare professionals educated to Master's level and have developed the skills and knowledge to allow them to take on expanded roles and scope of practice caring for patients.

### [Standards of education and training](#)

Health & Care Professions Council, 2017  
In line with the way our education quality assurance model functions, we have split our standards of education and training along institution and programme levels.  
See also: [Review of the standards of education and training \(2024\)](#)

# Royal College of Speech and Language Therapists

### [Workforce, education and training programme](#)

Royal College of Speech and Language Therapists, 2024  
RCSLT's workforce, education and training programme is a collection of projects which are being designed to support the ongoing educational priorities for speech and language therapists (SLTs) through all stages of their careers.

### [Anti-racism statement - reaffirming our vision and commitment](#)

Royal College of Speech and Language Therapists, 2024  
Our journey towards anti-racism was solidified in 2020 with the culmination of the Black Lives Matter movement, which gave us the impetus to develop and outline [RCSLT's anti-racism vision and commitments](#).

### [New report on the therapy workforce for children and young people](#)

Royal College of Speech and Language Therapists, 2024  
Commissioned by the Department of Health and Social Care [The Demand and Supply of Therapists for Children and Young People with Special Educational Needs and Disabilities: A Scoping Study](#) looks at the workforce in England and focuses on three therapy services: speech and language therapy; physiotherapy, and occupational therapy.

### [Professional Development Framework](#)

Royal College of Speech and Language Therapists, 2023  
The framework is a resource that has been co-created by and for speech and language therapists. We have developed what I believe to be a truly innovative and modern structure by which existing skills and experience are recognised, and learning and

professional development needs are identified, at all career levels, across all settings.

### [Workforce reform programme](#)

Royal College of Speech and Language Therapists, 2023  
With a small team in place, the RCSLT established twelve projects of varying size and complexity to deliver this programme which came to a formal close at the end of March 2023. Please note that although England-funded, the aim was to make the work as UK-wide as possible.

### [Supporting the training and development of speech and language therapy assistant practitioners RCSLT Position Statement](#)

Royal College of Speech and Language Therapists, 2022  
In collaboration with the 13 other allied health professional organisations, the RCSLT raised this wide variability in a joint position statement. The statement calls for all AHP support workers to have equitable access to “consistent and sustainable funding for education and professional development opportunities to support safe and effective patient care” and for “UK-wide career development and progression frameworks for AHP support workers, with universal access to funding for training”.

### [Urgent action needed to meet growing healthcare demand](#),

Royal College of Speech and Language Therapists, 2022  
Our members, people having speech and language therapy, patient organisations and charities continue to raise the alarm about how speech and language therapists will tackle ever lengthening waiting lists.  
This is an issue which began long before the pandemic with people already struggling to access the vital speech and language therapy, they, and their families need.

### Case Studies

[A case study of the development of a videofluoroscopy service: Integration and collaboration between the speech & language therapy and radiographer teams](#) Abstract only\*

Radiography 29(3), 2023

Recent literature shows a wide national variation in the running of VFSS services. Pertinently, the evidence suggests that radiologists are becoming progressively less involved in these clinics, with a move towards more practitioner-led services. The changes to the described VFSS service are in line with national trends, and the described clinic is an effective example of a practitioner-led service which fully utilises the role of the advanced practitioner GI radiographer.

### The Star for workforce redesign

More resources and tools are available in the AHP Quick Reference Guides Upskilling section of the [Star](#). Alternatively, search for 'Allied Health' in the search bar.

### Statistics

You can find relevant statistics on the [Health and Care Statistics Landscape](#).

[Registrant data and statistics](#)

Health & Care Professions Council, 2024

These factsheets provide a breakdown for each of the professions we regulate.

[Key statistics on education and training for HCPC professions](#)

Health & Care Professions Council, 2024

We have provided key statistics as a summary of the picture of education and training for the professions we regulate, and how that picture is changing.

[Diversity data: speech and language therapists - November 2023](#)

Health & Care Professions Council, 2023

This factsheet provides key EDI information for speech and language therapists and how the demographics of this group compare to the demographics of HCPC registrants overall.

[Retention rates of first time HCPC registrants, 2013 to 2018](#)

Health & Care Professions Council, 2023

The HCPC embarked upon this analysis to inform our work on preceptorship. We consider that the findings are of wider value. They have particularly important implications for providers and funders of training, and for workforce planners. They are also likely to be of great interest to other stakeholders including professional bodies.

### National Data Programme

Workforce, Training and Education staff can look at the [WT&E Data and Analytics Service](#) resources including the National Data Warehouse SharePoint site to find out more about datasets and Tableau products.

### Published Peer Reviewed Research

#### Advanced practice

[Assessment of advanced clinical practitioners](#)

Journal of Interprofessional Care 36(6), 2022

The insights from this study enabled lessons to be drawn for those responsible for workforce development who are key to the future development of the ACP role and to ensure high standards of interprofessional care.

[Characterising the outcomes, impacts and implementation challenges of advanced clinical practice roles in the UK: a scoping review](#)

BMJ Open 11(8), 2021

This review suggests a need for educational and role standardisation and a supported career pathway for advanced clinical practitioners (ACPs) in the UK. Future research should: (i) adopt more robust study designs, (ii) investigate the full scope of the ACP role and (iii) include a wider range of professions and sectors.

### Community and Primary Care

[‘We didn’t realise how much we needed you’. Speech and language therapy provision in adult mental health settings](#)

Abstract only\*

Advances in Mental Health 22(2), 2024

Risks associated with communication impairment are often overlooked. The understanding of mental health professionals about the role of speech and language therapists is patchy. Highlighting awareness amongst the mental health workforce about communication impairment will improve access to treatment and care for all patients.

[Supporting safe swallowing of care home residents with dysphagia: How does the care delivered compare with guidance from speech and language therapists?](#)

International Journal of Language & Communication Disorders 59(4), 2024

What this study adds?

- Written advice from speech and language therapists on safe nutrition and hydration for residents with dysphagia is focused mainly on food and fluid modification.
- Nurses and healthcare assistants have limited understanding of International Dysphagia Diet Standardisation Initiative levels or safe swallowing strategies and recommended practices to support safe nutrition care for residents with dysphagia are inconsistently applied especially when residents are eating in dining areas.
- Care homes are not aware of Royal College of Speech and Language Therapists guidance on how safe nutrition care of residents with dysphagia should be supported.

[Communication support in care homes for older adults: Views and reported practices of speech and language therapists and care home activities staff in the UK](#)

International Journal of Language & Communication Disorders 59(4), 2024

SLTs and activities staff were highly motivated to support the communication needs of care home residents. Increased training, time and resources dedicated to managing the communication needs of residents emerged as opportunities for service improvement across both data sets.

[School-based allied health interventions for children and young people affected by neurodisability: a systematic evidence map](#)

Disability and Rehabilitation 45(7), 2022

Our interactive evidence map can be used to help stakeholders prioritise the interventions most in need of further evaluation and implementation research, including tiered models of universal, targeted, and intensive allied health support.

### Digital

#### [Challenges and opportunities of tele-speech therapy: Before and during the COVID-19 pandemic](#)

Journal of Public Health Research 13(1), 2024

The results of teletherapy or telepractice during the COVID-19 pandemic were divided into opportunities and challenges. Speech therapy has moved toward telerehabilitation to improve treatment competence during the pandemic. Finally, teletherapy methods were more suitable for speech and language pathology.

#### [UK paediatric speech and language therapists' perceptions on the use of telehealth in current and future clinical practice: An application of the APEASE criteria](#)

International Journal of Language & Communication Disorders 59(3), 2024

Outcomes highlight promising, concerning and uncertain aspects of telehealth in paediatric speech and language therapy. SLTs value a flexible and tailored approach to service delivery and recommend that effective leadership, clear communication, ongoing policy and guidance development, upskilling of users and careful evaluation of impact are required to ensure optimal implementation. The APEASE criteria offer a valuable opportunity to enhance and streamline practice and research to ensure sustainable implementation of telehealth in the paediatric speech and language therapy services of tomorrow.

#### [AI-based automated speech therapy tools for persons with speech sound disorder: a systematic literature review](#) Abstract only\*

Speech, Language and Hearing, 2024

The results suggest the potential of AI-based automated speech therapy tools for individuals with SSD; however, only a few studies have compared their effectiveness/efficacy with conventional speech therapy. Further research is needed to

develop speech corpora for under-represented languages, apply a Human-Centered AI approach, conduct usability studies on intervention modes, and perform more rigorous effectiveness studies.

#### [Digital Applications Supporting Speech Therapy: Speech Therapists and Parents Insights](#)

Studies in health technology and informatics, 2024

The paper presents perceptions and feedback from speech therapists and parents embracing the idea of using digital tools in improving the language of the children with speech disorders. The authors investigated the perception of speech therapists and parents and their readiness to use digital tools in speech therapy starting from several digital applications from the domain. The feedback was positive, 88.3% of the parents agree to use digital apps at home, between face-to-face speech therapy sessions coordinated by speech therapists and 75% of parents agree to use them several days a week.

#### [Telehealth practice in aphasia: A survey of UK speech and language therapists, with a focus on assessment](#)

International Journal of Language & Communication Disorders, 2024

One hundred twenty-four SLTs responded to the survey. The majority (>80%) used telehealth during the COVID-19 pandemic and >90% planned to continue to use telehealth in the future. The most used platforms were Zoom, Microsoft Teams and Attend Anywhere. Access to internet and telehealth platforms, and practical problems (e.g., difficulties sharing resources online, limited functionality of telehealth platforms for assessment) were common barriers. Therapists highlighted that training, resources and materials that assist the administration of assessments were important. Most participants responded that there was a need for existing measures to be tested for administration via telehealth (n = 68, 70.8%). Participants overall felt there was a need for

online interactive assessments, more online resources that have been trialled for use via telehealth, accessible formats for resources for people with aphasia and clear instructions for how people with aphasia can access resources.

### [Understanding User Needs for Digital Aphasia Therapy: Experiences and Preferences of Speech and Language Therapists](#)

Aphasiology 37(7), 2023

Participants were overwhelmingly positive about aphasia therapy apps and saw the potential for their clients to use apps independently. As facilitators of app use, participants reported accessibility and inclusion of different language modalities, while high costs, absence of a compatible device, and clients' potential computer illiteracy were listed as barriers. None of the analysed demographic factors consistently influenced differences in participants' attitudes towards aphasia therapy apps.

### [Feasibility and efficacy of video-call speech therapy in patients with Parkinson's disease: A preliminary study](#)

Parkinsonism & Related Disorders, 2023

The online speech therapy via video call is feasible in PD patients with speech difficulties and as effective as in-person therapy.

### [Impact of COVID-19 on digital practice in UK paediatric speech and language therapy and implications for the future: A national survey](#)

International Journal of Language & Communication Disorders, 2022

During COVID-19, paediatric SLTs' recognition and acceptance of how technology can augment practice has accelerated, with particular value being placed on inclusivity, choice, training, resources, leadership and indication of effectiveness.

### [Outcome measurement in speech and language therapy: a digital journey](#)

BMJ Health & Care Informatics 27(1), 2020

This project illustrates that the implementation of a digital solution is about more than introducing new technology. This is part of a larger system change, and working collaboratively to identify what data to gather, how to gather it and make use of the information, along with consideration of the practicalities and minimising the barriers to implementation, is essential.

## Diversity and inclusion

### [Deaf Language Specialists: Delivering Language Therapy in Signed Languages](#)

The Journal of Deaf Studies and Deaf Education 28(1), 2023

Deductive thematic analysis was used to identify how this compared to the work of professionals (typically Speech and Language Therapists/Pathologists, SLPs) working with hearing children with difficulties learning spoken language. Inductive thematic analysis resulted in the identification of two additional themes: while many practices by DLSs are similar to those of SLPs working with hearing children, a lack of training, information, and resources hampers their work; additionally, the cultural context of language and deafness makes this a complex and demanding area of work. These findings add to the limited literature on providing language interventions in the signed modality with clinical implications for meeting the needs of deaf and hard-of-hearing children who do not achieve expectations of learning a first language in their early years. The use of these initial results in two further study phases to co-deliver interventions and co-produce training for DLSs is briefly described.

### [Emerging professional practices focusing on reducing inequity in speech-language therapy and audiology: a scoping review](#)



International Journal for Equity in Health 22, 2023

Over the last eight years, the A/SLT professions are increasingly developing emerging practices to advance equity by engaging with marginalised communities. However, the professions have a long way to go to achieve equitable practice. The decolonial lens acknowledges the impact and influence of colonisation and coloniality in shaping inequity. Using this lens, we argue for the need to consider communication as a key aspect of health necessary to achieve health equity.

[“Raising the curtain on the equality theatre”: a study of recruitment to first healthcare job post-qualification in the UK National Health Service](#)

Human Resources for Health 20, 2022

The Healthcare Workforce Equity + Diversity Lens we have developed can help to ‘raise the curtain on the equality theatre’ and inform more inclusive approaches to recruitment such as contextualised recruitment or effective allyship between employers and universities.

[Speech-Language Pathology Graduate Admissions: Implications to Diversify the Workforce](#) Abstract only\*

Communication Disorders Quarterly 42(3), 2020

Based on results obtained as well as knowledge from admission considerations for other professional degree programs and trends in the field, the authors present promising undergraduate supports and holistic admission processes to recruit diverse students to graduate programs.

[The challenge of diversity in the allied health professionals](#)

Royal Wolverhampton NHS Trust, 2020

Although the Allied Health Professions (AHPs) are a diverse range of professions in terms of their skill set. The workforce which makes up the professions lacks diversity.

### Education and curriculum

[The effectiveness of interprofessional peer-led teaching and learning for therapeutic radiography students and Speech and Language Therapy students](#)

PLoS ONE 19(5), 2024

This investigation highlights the benefits of an interprofessional peer-led teaching intervention for RT and SLT students and the findings add to the evidence of more objective study of knowledge gain as a result of interprofessional peer teaching.

[A systematic review of evidence relating to the use of telesupervision for speech-language pathology students on clinical placements](#) Abstract only\*

International Journal of Language & Communication Disorders 60(1), 2024

Speech-language pathology educators and students consider telesupervision to be a useful and effective model of supervision, when used as an adjunct to in-person supervision. Although there is limited research to date examining the use of telesupervision in speech-language pathology, the findings of this review can be used to guide support of educators and students as well as inform future research in this area.

[Determination of cyberloafing level of speech and Language Therapy Department students](#)

Heliyon 10(10), 2024

The results revealed that SLT students’ cyberloafing behavior was very high. However, there is no statistically significant difference between the gender variable and the overall mean score for cyberloafing. There is a statistically significant difference between genders in gaming/gambling subscale favoring males and in shopping subscale favoring females. Further studies should be conducted to analyze cyberloafing behavior in health education.

[Increasing capacity by moving away from one-to-one clinical supervision: using peer-assisted learning and a group model of student placements in community paediatric speech and language therapy to enable student-led service delivery](#) Abstract only\*

International Journal of Language & Communication Disorders 58(6), 2023

The impact of the placements was assessed using a tri-vector methodology consisting of: self-reporting by the student (using an evaluation form), feedback from the placement sites (schools) and analysis of targets set for individual children. SSLTs reported increased confidence in all clinical areas in their post-placement evaluation form. SLTs reported increased confidence in SSLTs working independently and an increase in the perceived benefit to the service for having SSLTs in comparison with the time invested in supporting SSLTs. SSLTs and SLTs found all types of support provided during the placement useful. Schools reported high levels of satisfaction for working with SSLTs. SSLTs completed more clinical sessions than an SLT would have been able to in the time SLTs invested in placement-related activities. Children achieved 60% of the targets set by SSLTs.

[Evaluation of a pilot to introduce simulated learning activities to support speech and language therapy students' clinical development](#)

International Journal of Language & Communication Disorders 59(1), 2023

Student experience of simulation was positive. One of the key elements students found to support their clinical skills was the importance of the safe space; support for learning instead of correction led them to engage in active learning. Key barriers to simulation related to having sufficient prior knowledge, the skills of the facilitator, group size and the wider learning landscape of

the programme. In response to this pilot, there are plans to continue developing this model of simulation and embed simulation across the programme, led by a sound pedagogical approach with clear preparation and planning and building the necessary infrastructure. Other SLT programmes and practice educators developing simulation as part of their programmes or placement may wish to consider some of these findings to support the use of simulation in their workplace.

[A Call to Shift to Competency-Based Education](#)

The American Journal of Occupational Therapy 77(6), 2023

Health care professions that have adopted, or started to adopt, a CBE framework include physical therapy, speech-language pathology, social work, medicine, nursing, pharmacology, and dentistry. Internationally, many occupational therapy programs are in the process of shifting to, or have shifted to, a CBE model. This column discusses how although select occupational therapy programs in the United States may individually be considering shifting to, or have shifted to, a CBE framework, there is no national movement to explore adopting the model for occupational therapy or a consensus on defined outcomes for the profession.

[Joining the workforce during the COVID-19 pandemic: views of Allied Health Profession students](#)

Journal of Interprofessional Care 36(5), 2022

Although the transition from student to practitioner continues to be a stressful period, only a minority of participants reported COVID-19 as an explicit stressor.

[‘There’s this big fear around palliative care because it’s connected to death and dying’: A qualitative exploration of the perspectives of undergraduate students on the role of the speech and language therapist in palliative care](#) Abstract only\*

Palliative Medicine 36(1), 2022

This study revealed that undergraduate student speech and language therapists collectively agree that there is a role for speech and language therapy in palliative care. Although students acknowledged that speech and language therapists can make a positive difference to patients' lives, and academic lectures were positively received, insufficient exposure to palliative care has resulted in fear, uncertainty and a lack of confidence amongst student speech and language therapists.

### [A qualitative study exploring experiences and challenges of combining clinical academic training with family life](#)

BMC Medical Education 21, 2021

Although people manage to find ways to successfully combine clinical academic roles with family life, findings highlight a need to identify ways of supporting and encouraging trainees with caring responsibilities.

### [‘How did he say that?’ interpreting students’ written reflections on interprofessional education scenarios with speech language therapists](#) Abstract only\*

Advances in Health Sciences Education 16(1), 2021

Student reflections showed that they had found the experience very beneficial, with comments focusing on the interpreters' code of ethics; understanding each other's roles and how these differ in the SLT context; collaboration between professionals; competence; and the importance of practice for problem-solving.

### [Why shouldn't we do that on placement if we're doing it in the real world? Differences between undergraduate and graduate identities in speech and language therapy](#) Full text available with NHS OpenAthens account\*

Advances in Health Sciences Education 25(4), 2020

Data analysis revealed that undergraduate professional identity was characterised by dependency, self-centredness (as opposed to patient-centredness), and a naïve role concept. Graduate

identity on the other hand included expectations of self-sufficiency, patient-centredness and a more nuanced perception of the professional role.

### [An optimal environment for placement learning: listening to the voices of speech and language therapy students](#) Abstract only\*

International Journal of Language & Communication Disorders 55(4), 2020

This study supports quality assurance within the practice education of student SLTs and highlights aspects of an optimal learning environment that practice educators can strive to develop. In parallel, this study points to the need for improved supports from university personnel and placement site managers, and an increased need for student preparedness and self-reflection.

### [Evaluating a specialist education programme for nurses and allied health professionals working in older people care: A qualitative analysis of motivations and impact](#)

Nurse Education Today 97, 2020

Understanding the motivations to undertake a specialist gerontological programme and the impacts on practitioners and older people care and services will help inform the continuing professional development agenda for nurses and allied health professionals working in this field of practice.

## Leadership, coaching and supervision

### [Inequitable barriers and opportunities for leadership and professional development, identified by early-career to mid-career allied health professionals](#)

BMJ Leader, 2024

Thematic analysis (TA) generated four themes, including the barriers and opportunities for AHP leadership development and career progression. Further TA identified three overarching

themes: equitable and interprofessional leadership development; an equitable and structured AHP career pathway; and having AHP leaders at a strategical and/or very senior level. These overarching themes were subsumed under the umbrella category: equity of opportunity and voice. The AHPs, who were interviewed, reported inequitable access to both career and leadership development, compared with other professions, such as nurses, doctors and pharmacists.

[Mentoring Underrepresented Students in Speech-Language Pathology: Effects of Didactic Training, Leadership Development, and Research Engagement](#) Full text available with NHS OpenAthens account\*

American Journal of Speech-Language Pathology 31(2), 2022  
Forty-six participants in three cohorts completed the yearlong program in three consecutive years. Positive outcomes included program completion, degree completion, student perceptions of program benefit, completion of innovative community-engaged and research projects, and dissemination of scholarly work.

[Professional diversity in leadership – Inclusion of the smaller professions](#)

Royal Wolverhampton NHS Trust, 2022  
There are 14 Allied Health Professions (AHPs) in England with approximately 170,000 AHPs working within the NHS. Physiotherapists represent the largest group of AHPs with approximately 61,000 registered with the Health and Care Professions Council, whilst Prosthetics and Orthotics represent the smallest profession with approximately 1000 registrants.

[Not too little, not too much: supervisor perceptions of work-readiness of speech-language pathology graduates](#) Full text available with NHS OpenAthens account\*

Advances in Health Sciences Education 27(1), 2021

The four themes captured the skills that the supervisors perceived as critical for graduate work-readiness: Independence; Attitude; Teamwork; and Learning. A tension was identified within these themes, as supervisors' understanding of work-readiness was bounded by an expectation that graduates are able to moderate how they transfer and apply their graduate skills in their workplace according to the complexity of client needs and the workplace setting.

[Who Coaches the Coaches? The Development of a Coaching Model for Experiential Learning](#)

Innovative Higher Education 46, 2021

We recommend practices for coaching that can support gains for students and faculty in experiential, project-based, interdisciplinary courses.

### Mental health

[Wellbeing and coping of UK nurses, midwives and allied health professionals during COVID-19-a cross-sectional study](#)

PLoS One 17(9), 2022

This workforce would benefit from additional support/services to prevent further deterioration in mental health and wellbeing and optimise workforce retention.

[Well-being, job satisfaction, stress and burnout in speech-language pathologists: A review](#)

International Journal of Speech-Language Pathology 23(2), 2020

This is the first review using a systematic approach to focus on well-being, satisfaction, stress and burnout in SLPs and suggests more work needs to be done to help identify and improve the well-being of the workforce.

[Burnout syndrome in speech-language pathologists and audiologists: a review](#)

Revista brasileira de medicina do trabalho 18(2), 2020  
The few studies which examined the prevalence of BS in speech pathologists obtained somewhat different findings. The small number of studies and wide variety of instruments used to assess BS in speech pathologists prevent the development of a systematic review with more robust statistical procedures to examine the occurrence of burnout in this professional category.

### Role progression and development

[Attrition and Retention of Rehabilitation Professionals: A Scoping Review](#) Abstract only\*

The Journal of Continuing Education in the Health Professions 44(4), 2024

Of the 6031 retrieved records, 59 papers were selected for data extraction. Data were organized into three themes: (1) descriptions of attrition and retention, (2) experiences of being a professional, and (3) experiences in institutions where rehabilitation professionals work. Seven factors across three levels (individual, work, and environment) were found to influence attrition.

[Could you give me a leg up ...? Models, frameworks and support structures to help aspiring clinical academic speech and language therapists](#) Abstract only\*

International Journal of Language & Communication Disorders 59(3), 2023

Increasing research capacity and capability for the speech and language therapy (SLT) profession is a key national strategic driver, with many speech and language therapists (SLTs) aspiring to a clinical academic (CA) career. There are known benefits but also acknowledged challenges with this career path, including limited funding opportunities and a poorly established career trajectory.

[Health literacy interventions in adult speech and language therapy: A scoping review](#)

Health Expectations 27(1), 2023

There is a need for valid, reliable and rigorous investigations of health literacy interventions within speech and language therapy to ultimately improve future patient access to and benefit from the care provided.

[Speech and language therapy service provision in spinal injury units compared to major trauma centres in England: Are services matched?](#)

International Journal of Language & Communication Disorders 57(1), 2022

This study identified variations in the levels of speech and language therapy staffing, seniority, service delivery and access to instrumental assessments for dysphagia between major trauma centres and spinal injury units. None of the services complied with national staffing recommendations.

[Scoping opinion: Speech and language therapists' views on extending their role to the urgent ear, nose and throat pathway](#)

International Journal of Language & Communication Disorders 56(5), 2021

Clinical implications of this study Expert SLTs communicated strongly that SLTs would be a beneficial addition to the 2ww assessment clinic for patients with dysphonia and dysphagia. For this role to be piloted and implemented successfully, their concerns around increased responsibility, potential for litigation and missed diagnoses need to be addressed.

[Capitalising on the transformational opportunities of early clinical academic career training for nurses, midwives and allied health professionals](#)

BMC Medical Education 20, 2020

Stakeholders need to recognise that a cultural shift about the purposes of research training from a transactional to transformative approaches is required to facilitate the development of NMAHPS clinical academics, to enable them to contribute to innovative health and patient care.

### [Relationship between labour force satisfaction, wages and retention within the UK National Health Service: a systematic review of the literature](#)

BMJ Open 10, 2020

Pay was found to influence satisfaction, which in turn affected retention. An increase in wages alone is unlikely to be sufficient to ameliorate the concerns of NHS workers.

### [What are the implications of climate change for speech and language therapists?](#) Abstract only\*

International Journal of Language & Communication Disorders 56(1), 2020

Despite other challenges currently facing SLTs, climate change and its increasing effects on communication disorders and dysphagia is difficult to ignore. SLTs owe it to their clients, the wider community, low- and middle-income countries, the economy, and the future to take action.

### [Developing a consolidated research framework for clinical allied health professionals practising in the UK](#)

BMC Health Services Research 20, 2020

The consolidated framework was entitled 'Shaping Better Practice Through Research: A Practitioner Framework' by stakeholders, thus emphasising its ambition to embed research activity into practice.

## Secondary and tertiary care

### [A retrospective study of patients presenting with speech and language therapy needs within multidisciplinary Long COVID services: A service evaluation describing and comparing two cohorts across two NHS Trusts](#)

International Journal of Language & Communication Disorders 58(5), 2023

The findings indicated similarities across the two services in SLT service need and demand, clinical presentations and intervention approaches provided within Long COVID services. There were specific differences in the service provision and delivery of intervention in cognitive communication and upper airways subspecialities.

### [An initial framework for use of ultrasound by speech and language therapists in the UK: Scope of practice, education and governance](#)

Ultrasound 31(2), 2022

The framework provides an adaptable model for supporting expansion of ultrasound across a range of Speech and Language Therapy specialities. By taking an integrated approach, this multifaceted solution provides the foundation for those with speech, voice and swallowing disorders to benefit from advances in imaging-informed healthcare.

### [An integrated care systems model approach for speech and language therapy head and neck cancer services in England: service development and re-design in Cheshire and Merseyside](#)

Abstract only\*

Current Opinion in Otolaryngology & Head and Neck Surgery 30(3), 2022

ICMs put the patient at the centre of care and have reported benefits for experience of care and clinical outcomes. Navigating organisational structures is complex. The Buurtzorg model

provides a practical and theoretical framework to support organisational change.

### [Cultural and Linguistic Practice with Children with Developmental Language Disorder: Findings from an International Practitioner Survey](#) Abstract only\*

Folia phoniatica et logopaedica 73(6), 2021

The paper highlights both the universal importance of cultural and linguistic competence in managing young children's needs and indicates that in most cases professionals do not think they have the necessary expertise to work with cultural and linguistic diversity.

### [Principles and philosophies for speech and language therapists working with people with primary progressive aphasia: an international expert consensus](#)

Disability and Rehabilitation 46(6), 2021

The seven subthemes were knowing people deeply, preventing disasters, practical issues, professional development, connectedness, barriers and limitations, and peer support and mentoring towards a shared understanding.

### [Speech-Language Pathology Management for Adults With COVID-19 in the Acute Hospital Setting: Initial Recommendations to Guide Clinical Practice](#)

American Journal of Speech-Language Pathology 29(4), 2020

Speech-language pathologists play a critical role in the assessment, management, and treatment of patients with COVID-19. Several important considerations need to be made in order to meet the needs of this unique patient population.

## Workforce perspectives and experiences

### ['It's not just linguistically, there's much more going on': The experiences and practices of bilingual paediatric speech and language therapists in the UK](#) Abstract only\*

International Journal of Language & Communication Disorders 29(4), 2024

This is the first qualitative study to date to provide in-depth insights into the experiences and practices of bilingual SLTs in the United Kingdom. These insights can be mobilised to inform the meaningful inclusion of bilingual SLTs in workforce planning efforts and service development. Recommendations include using intersectional lenses, providing cultural and anti-racism awareness training to SLTs, developing more diverse clinical resources and flexible approaches for bilingual families, valuing bilingualism in recruitment processes and increasing accountability at the leadership level. Research giving voice to bilingual SLTs, and other underrepresented demographics in the SLT workforce, can catalyse action to promote a more diverse and inclusive profession in line with the Royal College of Speech and Language Therapists' strategic vision 2022-2027.

### ['Am I a good enough therapist?': Self-doubt among speech and language therapists](#)

International Journal of Language & Communication Disorders 59(1), 2024

his study characterizes the nature of SD among SLTs in various stages of occupational experience. Our findings indicate that SD is reported among SLTs at all career stages, especially in novice SLTs. Self-doubt is associated with a range of negative thoughts and emotions, and it may be triggered by various situations. Nonetheless, it is a topic that our respondents rarely learn about. What are the potential or actual clinical implications of this work? Normalising and validating SD is important to SLTs' resilience and may facilitate coping. This may be achieved by learning

about the subject of SD in graduate programmes. In addition, mentors should create a safe learning culture to allow sharing SD and challenging situations, especially in the first years of occupational experience.

### [Communication strategies for adults in palliative care: the speech-language therapists' perspective](#) Abstract only\*

BMC Palliative Care, 2024

The strategies rated as most important within each group were the following: (i) adjust the patient's position and minimise environmental noise; (ii) establish eye contact and adjust the pace of speech; (iii) adjust the language level and raise one topic at a time; (iv) use images of the patient's interests and their personal objects; (v) use orality and multimodal form; (vi) use simplified language and structured pauses; and (vii) use tables with images and books with pictures.

### [Speech-language pathologist, physical therapist, and occupational therapist experiences of interprofessional collaborations](#) Abstract only\*

Journal of Interprofessional Care 38(2), 2024

The results revealed overlap in attitudes and experiences across speech-language pathology, physical therapy, and occupational therapy about barriers and benefits to interprofessional collaboration. Perceived respect differed among the professions, with speech-language pathologists more frequently reporting that their role is often misunderstood or undervalued by other rehabilitation professionals. These results may guide future research focused upon the predictors of successful interprofessional collaborations and interactions.

### [Impact of COVID-19 on clinical practice of UK-based speech and language therapists working with school-aged children with neurodisability and oropharyngeal dysphagia: A survey](#) Full text available with NHS OpenAthens account\*

Child: Care, Health And Development 50(1), 2024

One hundred and two participants answered at least one of the four COVID-19 questions. Eighty-two per cent of SLTs either agreed or strongly agreed that COVID-19 impacted on service delivery to children and families. Negative impacts on service delivery included school absences/closures, home visiting restrictions, families declining input and/or having barriers to telehealth use and the impact of mask wearing on interactions. Positive impacts included increased telehealth access and skills, increased contact with families and focus on children's eating and drinking function within the home environment. Participants aimed to maintain the increased contact with families alongside a hybrid service delivery approach of in-person and virtual appointments.

### [Speech therapists' perspectives about using tele-speech therapy: a qualitative study](#) Abstract only\*

Disability and Rehabilitation. Assistive Technology 18(5), 2023

Although tele-speech therapy has several benefits for specialists and patients, challenges of using this technology should not be underestimated. There are also a number of research opportunities in this field and their results can be helpful for successful implementation of this technology in the future. Implications for rehabilitation The clinical assessment and treatment of patients with speech-language disorders are sometimes difficult mainly due to the limited healthcare resources or the patient health condition. Tele-speech therapy can be regarded as an alternative approach or a complementary method for face-to-face visits, especially for patients who are not able to attend clinics. Despite the advantages, the challenges of providing special groups of patients with tele-speech therapy should be taken into account.



### [Perspectives on speech and language pathology practices and service provision in adult critical care settings in Ireland and international settings: A cross-sectional survey](#)

International Journal of Speech-Language Pathology 25(2), 2022  
SLP input in CC is limited in terms of dedicated posts, multidisciplinary team (MDT) involvement, consistent management approaches and training opportunities internationally. Implications of findings are discussed.

### [Perspectives of speech and language therapists in paediatric palliative care: an international exploratory study](#)

International Journal of Language & Communication Disorders 55(4), 2020

This study confirms that SLTs internationally have a role in the management of communication and swallowing impairments in a PPC context. However, whether current training and resources adequately support SLTs in this role remains questionable.

### [UK speech and language therapists' views and reported practices of discourse analysis in aphasia rehabilitation](#)

International Journal of Language & Communication Disorders 55(3), 2020

Clinicians were highly engaged and relatively active in at least some aspects of discourse analysis practice. Interventions that target individual clinicians as well as organizations and systems are needed to improve the uptake of discourse analysis in practice.

### [Dysphagia and mealtime difficulties in dementia: Speech and language therapists' practices and perspectives](#)

International Journal of Language & Communication Disorders 55(5), 2020

The results provide valuable insight into the issues facing SLTs practising in this area. The SLTs surveyed considered dysphagia a core part of their role when supporting people with dementia;

however, respondents' views on mealtime difficulties varied. This highlights the need to establish consensus guidelines on the SLT's role in order to avoid variations in service delivery that could negatively impact the health and well-being of people with dementia.

## Competency Frameworks

### [The standards of proficiency for speech and language therapists](#)

Health & Care Professions Council, 2023

These standards set out safe and effective practice in the professions we regulate. They are the threshold standards we consider necessary to protect members of the public.

### [AHP Critical Care Capability Framework](#)

Intensive Care Society, no date (estimated post 2022)

The Allied Health Professions Critical Care Capability framework has been developed to highlight the experience, expertise and contributions of dietitians, occupational therapists, operating department practitioners, physiotherapists and speech and language therapists in intensive care.

## \*Help accessing articles or papers

Where a report/ journal article or resource is freely available the link has been provided. If an NHS OpenAthens account is required this has been indicated. It has also been highlighted if only the abstract is available. If you do not have an OpenAthens account you can [self-register here](#).

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