**Information about the role – Supporting Author for RCSLT and BATOD guidance: collaborative working between speech and language therapists and teachers of the deaf**

Thank you for your interest in playing a role in the development of guidance for collaborative working between speech and language therapists (SLTs) and teachers of the deaf (TODs).

**Context**

SLTs and TODs both work with children and young people with hearing impairment and it is important that both professions work together collaboratively so that their complementary skills and knowledge lead to optimal outcomes for the child.

In 2007, the RCSLT and BATOD worked together to develop [guidance](https://www.rcslt.org/-/media/Project/RCSLT/2007-batod-rcslt-collaborative-working-position-paper.pdf) on collaborative working between speech and language therapists and teachers of the deaf. Now, over 10 years later, it is important that new guidance is developed to reflect the current context within which SLTs and TODs work.

NB. The RCSLT has developed [general collaborative working guidance](https://www.rcslt.org/members/delivering-quality-services/collaborative-working/collaborative-working-guidance) web pages as part of its new website launched in December 2018. This guidance should be helpful for all SLTs but is not specific to hearing impairment settings.

**Key objectives**

The guidance will:

* Encourage optimal collaboration between SLTs and TODs involved in the care and education of deaf children and young people
* Encourage mutual respect between professions
* Increase awareness and understanding of the skills of the other profession and areas of overlap between the two professions
* Encourage a child-centred approach to care and education, with a recognition among all professions that a ‘one size fits all’ approach does not lead to optimal outcomes for deaf children and young people

The guidance will be developed for speech and language therapists, teachers of the deaf and may also be useful for other professions working with deaf children and young people. The working group that develop the guidance will be made up of both SLTs and TODs.

**Timeframe**

Timeframes will be confirmed following appointment, but it usually takes around five months to develop a guidance document and we estimate that the guidance will be ready to be published in summer 2019.

**Key Roles and Responsibilities**

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| **Role** | **Responsibilities** |
| **Project Coordinator**  **(RCSLT staff)** | * Coordinate the development of the guidance * Ensure that the guidance is developed in accordance with the process outlined below * Co-chair and facilitate meetings with the Lead Author * Key point of contact for members for that particular topic |
| **Lead Author (x1)** | * Agree and complete the scope form and work plan, with support from the Supporting Author(s) and RCSLT Project Coordinator * Undertake research, consult with Supporting Authors and write a draft copy of the guidance * Review and incorporate feedback from Peer Reviewers to prepare a final version, with support from the Supporting Author(s) |
| **Supporting Authors (x2 - 5)** | * Take part in three 1-hour meetings (face to face or virtual) to discuss and agree:   + the scope   + the content   + review feedback from peer reviewers * Undertake pre-meeting preparation as required * Sign off the final version prior to publication, alongside the Lead Author |
| **Peer Reviewers  (15 approx.)** | * Review the draft guidance document and provide feedback by email |

**Timeframe and commitment**

Timeframes will be confirmed during the planning stage (see below) but it usually takes around five months to develop a guidance document for the RCSLT.

We estimate that the project will require **approximately 1-2 days’ work** by each Supporting Author.

**Development Process**

The process for developing guidance for the RCSLT is outlined below.

| **Stage** | **Steps** | **Activity sequence** | **Estimated timescale** |
| --- | --- | --- | --- |
| **Plan** | Agree the scope and project plan | * **Supporting Authors** to attend meeting with the Lead Author and Project Coordinator to agree the scope and project plan | February 2019 |
| Complete the scope form and project plan | * Lead Authorto complete the scope form and project plan, with support from the Project Coordinator * Once this is approved, the project can progress to the development stage | March 2019 |
| **Develop / do** | Undertake research | * Lead Authorto undertake research based on what was agreed during scoping and prepare draft v1 | March 2019 |
| Preparation of draft | * **Supporting Authors** and Lead Author to attend meeting to discuss draft v1 * Lead Authorto create draft v2 using feedback from meeting | March–April 2019 |
| Peer Reviewers submit feedback | * Peer Reviewers review draft v2 and send feedback to Project Coordinator | April–May 2019 |
| Update draft | * **Supporting Authors**, Lead Author and Project Coordinator to attend meeting to review feedback from Peer Reviewers * Lead Author to prepare draft v3 * **Supporting Authors** to review the final draft and confirm they are satisfied with the changes | June 2019 |
| Review and editing by RCSLT | * RCSLT Communications Team to proof read and edit * Lead Author and **Supporting Authors** to sign off final version | June–July 2019 |
| **Deliver** | Publication and dissemination | * Project Coordinator to promote to members and staff | July 2019 |
| **Evaluate and close** | Project close | * Lead Author and **Supporting Authors** to complete evaluation forms | TBC |