

MSc (Pre-registration) Speech & Language Therapy

Year 2 Term 3 / Term 4 SLT Adult Block Practice Placement Assessment

University of Essex

Student Name		
Registration Number		
Dates of Placement		
Practice Educator		
Placement Site		
Speciality		
Retrieval Placement	Yes/No	
Visiting Lecturer		Date of Visit(s)

**If you have any concerns/issues regarding this student please phone 01206 874557
as soon as possible**

Part 1 Health and Safety, Non-discriminatory practice and Professionalism	Pass/Fail	Signature of Practice Educator
Part 2 Learning Outcomes	Pass/Fail	
Part 3 Skills Checklist	Pass/Fail	Date

Total Scores:	Pass/Excellent		Pass/Competent		Fail	
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University use only:		
Part 4 Reflective Component	Pass/Fail	Signature of University Lecturer
		Date

Overall placement mark	Pass/Fail
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If this booklet is misplaced please send to the address below, or email hhsplace@essex.ac.uk

Placement Administrator
School of Health & Human Sciences
University of Essex
Wivenhoe Park
Colchester
Essex
CO4 3SQ

Service improvement:

Under the NHS Service Improvement Agenda service improvement is now expected of anyone working in the NHS. Therefore, since 2006, there has been an ongoing national project to include service improvement within all pre-registration healthcare education programmes in England.

The University of Essex follows the nationally agreed mandate set out by the Institute for Innovation and Improvement, and in accordance with this students are expected to undertake a small scale service improvement analysis and planning activity from an idea they have had during any **one** of their placements. Students are required to write-up their idea using a specific PDSA pro-forma which is aligned with the service improvement process adopted by the NHS.

Clinicians involved with students' education are being asked to facilitate this process as much as possible. It is recommended that students provide the clinical education site with a copy of this completed PDSA pro-forma and can be asked to deliver a presentation on it to clinicians.

Health Education East of England require the University of Essex to report on the number of student service improvement ideas adopted by the NHS, so it would be extremely helpful if you could complete the following, thank you.

	Yes (please add any comments you have)	No
Did this student undertake their service improvement project during this placement?		
Has their idea been implemented?		
If it has not yet been implemented, is it likely to be?		

Practice Education Placement Student Induction Record

Health & Safety

Duties of Placement Providers

'Under the Health and Safety (training for employment) Regulations 1990, students participating in work experience are regarded as the placement providers' employees for the purpose of health and safety. Providers must therefore ensure, so far as it is reasonably practicable, the health, safety and welfare at work of all their employees'.

Please note: for any incident affecting the student's health or safety, please attach a copy of the incident form completed.

On day 1 of the placement the student has been given information relating to:

	Date completed	Educator Initials	Student Initials
• The named person to go to in the event of difficulties			
• Information about the bleep system (where appropriate) and relevant emergency telephone numbers			
• Emergency procedures, including Cardiac Resuscitation Procedures, Fire and Security			

Also during their induction period, the following policies and procedures have been made available to the student:

	Date Completed	Educator Initials	Student Initials
• Incident Reporting			
• Health & Safety including COSHH			
• Manual Handling, Infection Control & Fire			
• Harassment and Bullying			
• Equal Opportunities			

NB. This should not replace but be in addition to, the student information pack

Record of contact with University

Initiated by:	Person Contacted:	Date and Method:	Response received:

If you have any concerns/issues regarding this student please phone 01206 874557 as soon as possible.

Part of induction is the **learning contract** completed by the Student and the Practice Educator and is included below. This is intended to assist both students and clinical staff in identifying individual needs and in planning the progression of the placement. Please be aware that students with identified special needs should be assessed as to whether they can achieve the learning outcomes only once they have been given the extra support they require.

Student expectations discussed

Practice Educator expectations discussed

Personal Placement Needs and Aims		Identified Specific Learning Needs
Needs identified before placement starts or following previous placement (to be completed by student prior to placement)		I have disclosed a disability or specific learning need to my educator. Yes/No Date: Sign by educator: Sign by student: If yes, the ways in which this may impact upon my learning experience have been identified and discussed. Strategies to be implemented include:
Current Placement Needs and Aims (Agreed in discussion with Practice Educator)		Resources Available in the Department (Identified by discussion with practice educator)
1		
2		
3		

Reflection on Achievement of Learning Contract

Interim (to be completed by student)		Final (to be completed by student)
1		
2		
3		

Please attach additional sheets if you require more spare for your reflections.

Part 1

Failure of any objective in Part 1 will override Part 2, 3 and 4 of the assessment and cause the student to fail the placement. If there are concerns relating to the Student's performance in Part 1, please contact the University immediately on **07775753766**.

Record of warnings must be completed in situations where there are concerns relating to safety or professional behaviour and must be signed by both Student and Practice Educator.

Learning Outcome 1	Fail			
1). Integrates health and safety legislation into speech and language therapy practice taking account of local policy and procedures.	Fails to apply knowledge of departmental health & safety policy to specific patient groups/conditions (e.g. infection control, moving and handling, hazard control and risk management). <ul style="list-style-type: none"> • Persistently fails to protect self or use protective equipment correctly. • Is unaware of or disregards the contraindications of treatment. • Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk. • Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints. • Persists in unsafe practice despite verbal instruction and/or warnings. 			
Record of warnings given: Any entries should be dated and signed by both the student and the clinical educator.				
Part 1: Learning Outcome 1 Signed / dated:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Pass</td> <td style="width: 33%;"></td> <td style="width: 33%;">Fail</td> </tr> </table>	Pass		Fail
Pass		Fail		

Learning Outcome 2	Fail			
2) Demonstrates non-discriminatory practice.	May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity and autonomy of patient's, including their role in the diagnostic and therapeutic process			
Record of warnings given: Any entries should be dated and signed by both the student and the Practice Educator.				
Part 1: Learning Outcome 2 Signed /dated:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Pass</td> <td style="width: 33%;"></td> <td style="width: 33%;">Fail</td> </tr> </table>	Pass		Fail
Pass		Fail		

Learning Outcome 3	Fail
3) Fulfil all responsibilities related to legal ethical and local considerations of professional practice including clinical information (HPC, 2003).	Fails to comply with and has inadequate knowledge of the rules of professional conduct. Persistently poor time keeping and fails to implement arrangements and agreed procedures. Persistently demonstrates poor record keeping. Does not respect patient confidentiality. Poor / or inappropriate standards of dress and/or hygiene. Persists in unprofessional behaviour despite verbal instructions and/or warnings.

Record of warnings given:
Any entries should be dated and signed by both the student and the Practice Educator.

Part 1: Learning Outcome 3	Pass		Fail	
Signed /dated:				

References:

Health Professions Council – HPC (2008) Standards of Conduct, Performance and Ethics. The Health Professions Council, London.
Health Professions Council – HPC (2010) Guidance on Ethics and Conduct for Students The Health Professions Council, London.
Royal College of Speech and Language Therapists RCSLT (2005) National Standards for Practice Based Learning RCSLT London.

We encourage Practice Educators and Students to actively use this section throughout the placement. A reminder: If there are concerns relating to the Student’s performance in Part 1, please contact the University immediately on 07775753766.

Please ensure you have ticked either pass or fail and signed and dated all three learning outcomes in this section. If not completed, you will be contacted by the relevant University to clarify the students pass or fail status for this section.

For any objective failed, please outline the reasons and actions taken why in the box below:

Reason for Failure and actions taken
<p>Signatures of: Practice Educator:..... Date..... Student:..... Date.....</p>

Part 2 Learning Outcomes:

This part contains three areas of practice (sections) on which the student is assessed.

- Interpersonal and Interprofessional Skills
- Professionalism
- Treatment / Management

Learning outcomes have been identified and listed for each section. The learning outcomes indicate what the student should have achieved by the **end** of the placement. Students are expected to progress in their learning and achievement across the course of the placement; they may achieve progress at different rates.

The interim and the final assessments should take the form of collaborative discussion between the student and their Practice Educator; space is provided for additional comments at both interim and at final assessment. If a particular learning outcome is not applicable within that placement, then it can be noted as such and signed by the Practice Educator in the Additional Comments Box.

The interim assessment is an opportunity for formative feedback (informing the Student and Practice Educator as to the progress the Student is making). Practice Educators record a student's achievement against learning outcomes as

Descriptor	Action
'exceeding' expected level	Student and Practice Educator reflect on student's strengths at this stage of the placement and consider extension activities.
'meeting' expected level	Student and Practice Educator reflect on continued development needs
'working towards' expected level	Student and Practice Educator devise action plan to support achievement
'at risk of failure'	Student, Practice Educator and University Lecturer convene meeting to address concern; a Danger of Failure process must be triggered.
N/A to placement setting	Reflective discussion held as to why N/A within placement setting. Learning outcome should be carried forward to next placement.

If it is identified at interim assessment or at any other time that the student has learning needs which may give rise to a Risk of Failure then the Practice Educator should contact the University Speech and Language Therapy Team immediately to arrange a three way meeting and the implementation the Risk of Failure Process

Final Assessment is the summative assessment of the student's performance (evaluating the student's skills).

By the end of the placement the student should be able to demonstrate the achievement of all the following Learning Outcomes:

Level	Description
Pass-competent	Student has completely passed the learning outcome for their current stage of training.
Pass – excellent	Student has demonstrated excellent ability for their current stage of training (area of relative strength)
Fail	Learning outcome not achieved – initiate retrieval placement process.

Interpersonal Skills	Interim Progress				Final Achieved			N/A
	Exceeding	Meeting	Working Towards	Risk of failure	Pass – excellent	Pass – competent	Fail	Reflective discussion held
1. Reflecting on prior learning and experiences, modify personal communication (style and means) effectively in order to successfully communicate information regarding progress and treatment options.								
Evidence:								
2. Build an effective therapeutic relationship with the client and, where appropriate, their families and / or carers that applies an understanding of; <ul style="list-style-type: none"> - how the therapeutic relationship is built and maintained - the importance of client choice (e.g. self-determination in critical and terminal care) and their role in maintaining health and wellbeing - how the therapeutic relationship impacts on efficacy of care. 								
Evidence:								
3. Effectively communicate with, and involve, the client's family / significant others in the client's care plan (where appropriate)								
Evidence:								
4. Build professional working relationships; effectively communicating and collaborating with the inter-professional / inter-agency team.								
Evidence:								
Totals to complete								

Interpersonal Skills
Additional Comments if applicable (e.g. 3 – no opportunity to speak with client’s family directly have organised telephone meeting)

Professional Knowledge	Interim Progress				Final Achieved			N/A
	Exceeding	Meeting	Working Towards	Risk of failure	Pass – excellent	Pass – competent	Fail	Reflective discussion held
1. Apply and integrate prior learning, background knowledge (including linguistics, psychology, sociology and biological sciences) and the evidence base (including current legislation and guidance) to understand observations of more complex speech, language and swallowing difficulties in adults drawing inferences regarding; <ul style="list-style-type: none"> - the clients communication / swallowing profile - the nature of their difficulties 								
Evidence:								

Professional Knowledge	Interim Progress				Final Achieved			N/A
	Exceeding	Meeting	Working Towards	Risk of failure	Pass – excellent	Pass – competent	Fail	Reflective discussion held
2. Understand the nature and function of appropriate instrumental analysis techniques used within SLT (e.g. during dysphagia / voice assessments), and associated professionals, relevant to the adult client (as appropriate to placement)								
Evidence:								
3. Understand the way in which the SLT, wider health, social and voluntary sector services work together in client care and be aware of the application of the relevant ethical / legal issues and policy / legislation (e.g. working with ‘at risk’ adults, withholding or withdrawing feeding).								
Evidence:								
4. Understand the nature of, and seek to exercise a professional ‘duty of care’								
Evidence:								

Professional Knowledge	Interim Progress				Final Achieved			N/A
	Exceeding	Meeting	Working Towards	Risk of failure	Pass – excellent	Pass – competent	Fail	Reflective discussion held
<p>5. Integrate and apply prior learning, background knowledge (including linguistics, sociology, psychology and biological science) and the evidence base (including current legislation and professional guidance) to understand the rationale for SLT case management (from referral to discharge) targeting more complex speech and language difficulties in adults considering;</p> <ul style="list-style-type: none"> - working in the best interests of the client - factors influencing the clients profile (e.g. context of interaction, physical, social, psychological, cognitive ability) - models of working (e.g. direct-individual, group / indirect – training, environmental modification, health education) 								
Evidence:								
<p>6. At a client and service level, understand the role of review and audit in quality management; including quality assurance, quality control and the use of appropriate outcome measures</p>								
Evidence:								
Totals to complete								
<p>Additional Comments if applicable (e.g. 5 – insightful use of integrated background knowledge in understanding client’s needs)</p>								

Treatment and Management	Interim Progress				Final Achieved			N/A
	Exceeding	Meeting	Working Towards	Risk of failure	Pass – excellent	Pass – competent	Fail	Reflective discussion held
1. Develop and implement care plans (including client assessment, diagnosis and intervention) within the adult population .								
Evidence:								
2. Select and administer appropriate methods of SLT assessment, recording and analysing results and seeking guidance as appropriate .								
Evidence:								
3. Refine the use of existing skills to accurately record and analyse clinical language samples of adults with speech and language impairments at all levels of linguistic processing that are appropriate to the client and case management.								
Evidence:								
4. Apply prior learning and knowledge of data collection and recording in order to maintain appropriate clinical notes, departmental and multi-disciplinary.								
Evidence:								

Treatment and Management	Interim Progress				Final Achieved			N/A
	Exceeding	Meeting	Working Towards	Risk of failure	Pass – excellent	Pass – competent	Fail	Reflective discussion held
<p>5. Understand and use appropriate SLT terminology, regarding more complex speech, language, communication and / or swallowing difficulties.</p>								
Evidence:								
<p>6. Maintains confidentiality at all times and ensures that informed consent is established (including additional consent required for audio and visual recording).</p>								
Evidence:								
<p>7. Recognise and reflect on the strengths, limitations and development of your personal and professional knowledge and practice; and be able and willing to;</p> <ul style="list-style-type: none"> - request advice and second opinion where appropriate, applying understanding of second opinion processes. - Undertake additional training where appropriate 								
Evidence:								

Treatment and Management	Interim Progress				Final Achieved			N/A
	Exceeding	Meeting	Working Towards	Risk of failure	Pass – excellent	Pass – competent	Fail	Reflective discussion held
<p>8. Apply understanding of the importance of adopting a holistic approach to intervention, by practicing in a manner that considers;</p> <ul style="list-style-type: none"> - the impact of the speech, language and / or swallowing difficulty on the individual client and significant others (e.g. occupational role, social integration, psychological wellbeing, personal identity) - the client’s quality of life 								
Evidence:								
<p>9. Be aware of and practice within local health and safety guidelines.</p>								
Evidence:								
<p>10. Practice in a non-discriminatory manner respecting the rights, dignity, values and autonomy of the client.</p>								
Evidence:								
<p>11. Apply your understanding of the role of professionals involved in the care of the adult client (e.g. health, social care and voluntary sector staff) by making referrals to other services where appropriate.</p>								
Evidence:								

Treatment and Management	Interim Progress				Final Achieved			N/A
	Exceeding	Meeting	Working Towards	Risk of failure	Pass – excellent	Pass – competent	Fail	Reflective discussion held
12. Manage own time efficiently demonstrating good time keeping and attendance and meeting work deadlines.								
Evidence:								
13. Apply understanding and experiences of review and audit to monitor progress of interventions using accepted methods of outcome measurement; modifying interventions according to personal and client performance.								
Evidence:								
Totals to complete								
Additional Comments if applicable (e.g. 3 – at times under-estimates abilities, this is likely to improve as confidence grows)								

Part 3: Skills Checklist

To pass this component the student must have actively sought and engaged in relevant activities relating to the skills below. The student must have carried out the skills safely and effectively with appropriate clinical reasoning, as relates to the nature of the placement. (N.B. The practice educator will have assessed the student's ability with practicing these in Part 2 of the placement assessment. The University Lecturer will assess the student's written log and reflective commentary.) Where a skill cannot be reasonably achieved at the placement setting a reflective discussion will be held between the practice educator and the student and the skill highlighted for the student's next placement. This checklist should be cross referenced with the student's placement log and reflective commentary.

	Skill experienced/ Carried out If X, reflective discussion as to why N/A within current placement setting ✓ / X	Cross reference to written skills log and reflective commentary (marked by University Lecturer)
Initial Client Interview & Review		
3.1 Initial Client Interview		
3.2 Follow Up Client Interview		
Assessment		
3.3 Subjective and non-standardised assessment		
3.4 Objective and standardised assessment		
Skills related to treatment planning		
4.1 Treatment planning		
4.2 Therapy resources		
Skills related to treatment implementation		
5.1 Treatment sessions		
5.2 Indirect treatment		
5.3 Total communication		
Skills related to the working environment		
6.1 Multi-disciplinary working		
6.2 Record keeping		

Practice Educator Signature:

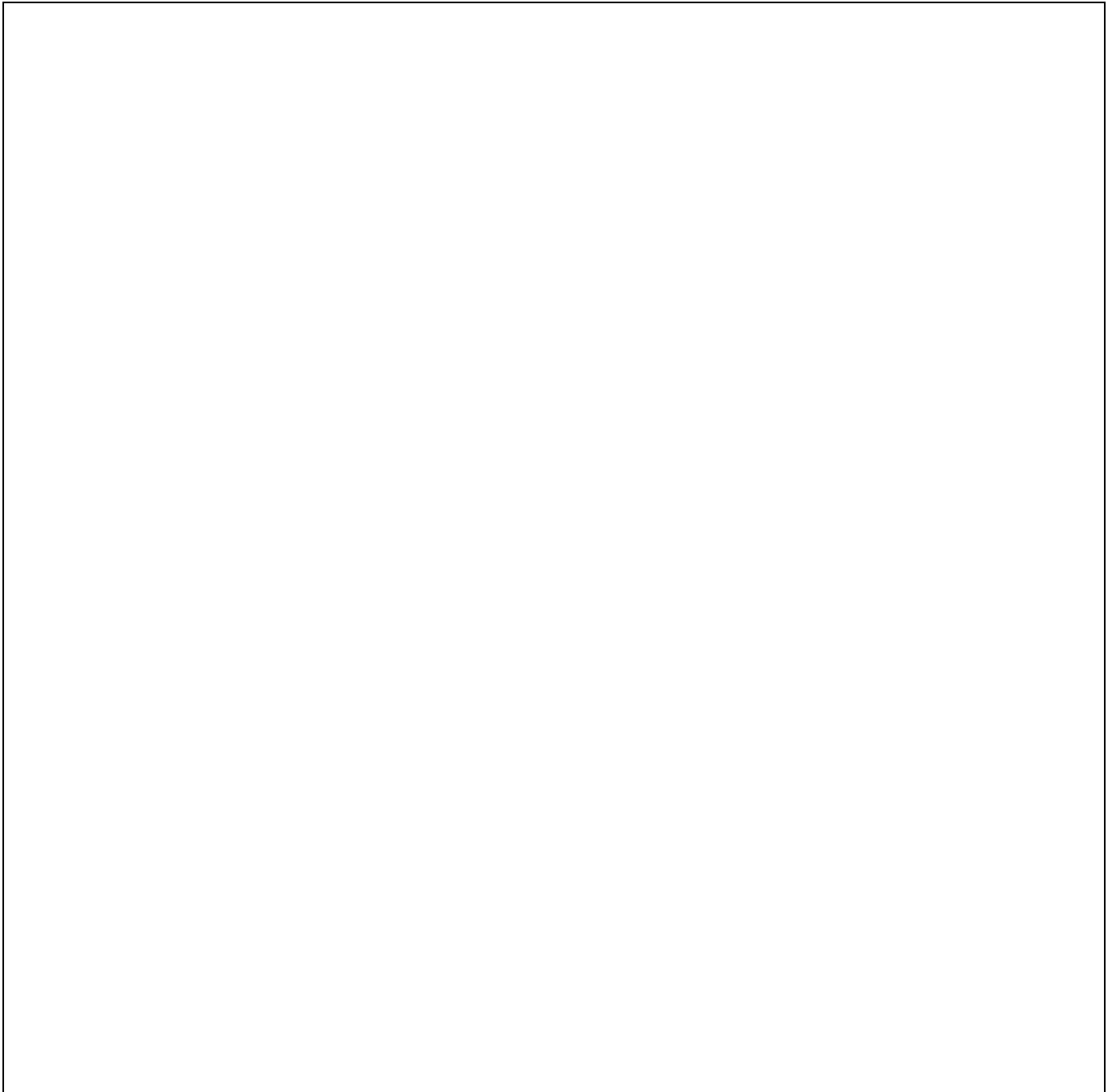
Date:

January 2016

Recommendations/Action plan for future learning/Practice placements/Clinical practice

This section should be completed collaboratively by the Student and Practice Educator with the aim of facilitating the student's continuing development (CPD). This should include **strengths and areas for development** which the Student can take forward into their next practice placement experience.

All written comments must be discussed by the Student and Practice Educator before the document is signed.



Please photocopy this page before final hand-in to direct your future learning

Practice Educator's Summing Up comments

Student Name:	
Placement Setting:	

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Name of Practice Educator:	
Signature of Practice Educator:	
Date:	

Student Signature:	
Date:	

NB. Please ensure you have also signed the front page of this assessment document.

Additional Educator's Summing Up comments

Student Name:	
Placement Setting:	

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Name of Practice Educator:	
Signature of Practice Educator:	
Date:	

Student Signature:	
Date:	

Part 5 – Record of Clinical Hours Completed

The university is required to ensure that all students have the opportunity to complete a total 150 sessions / 575 hours of placement experience. The Student completes this record but **the Practice Educator should monitor and sign** that the record is accurate.

Including study times, this placement equates to 50 sessions (where a session is 3.5 hours), 25 days or 175 hours in total. **If not completed, you will be contacted by the Student or relevant University to clarify the Student’s clinical sessions and hours.**

Week 1	Hours	Sessions
Date		
Mon		
Tues		
Wed		
Thurs		
Fri		
TOTAL		

Week 2	Hours	Sessions
Date		
Mon		
Tues		
Wed		
Thurs		
Fri		
TOTAL		

Week 3	Hours	Sessions
Date		
Mon		
Tues		
Wed		
Thurs		
Fri		
TOTAL		

Week 4	Hours	Sessions
Date		
Mon		
Tues		
Wed		
Thurs		
Fri		
TOTAL		

Week 5	Hours	Sessions
Date		
Mon		
Tues		
Wed		
Thurs		
Fri		
TOTAL		

Additional	Hours	Sessions
Date		
Mon		
Tues		
Wed		
Thurs		
Fri		
TOTAL		

Total Hours	
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Total Sessions	
-----------------------	--

Absences and Reasons:

I confirm that this is an accurate record of the hours completed by the student.

Name of Practice Educator:	
Signature of Practice Educator:	
Date:	

Student Signature:	
Date:	