



University of Essex

Practice Education Handbook

**MSc (Pre-registration)
Speech and Language Therapy
2017-2018**

And

**BSc (Pre-registration)
Speech and Language Therapy**

**Commencing October 2018 – provided here for
information**

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Introduction to the BSc & MSc (pre-registration) Speech and Language Therapy Programmes

Welcome to the practice education handbook for the University of Essex BSc & MSc (pre-registration) Speech and Language Therapy degree programmes. We hope it will provide you with all you need to know to support our students on their placements. We have and will continue to make changes to the handbook content in response to your feedback and welcome further comments or suggestions so that it meets your needs as practice educators.

This handbook:-

- Provides an introduction to practice based learning.
- Gives a detailed description of the placements and experiences undertaken by our students at each stage of training.
- Provides an overview of the academic curriculum so that practice educators are fully informed about the topics students have covered in their learning at each stage of the courses.
- Contains information on the assessment of placement performance.
- Sets out the procedure to follow for students in Danger of Failure and the support we offer from the University team.
- Provides information about the roles of practice educators, university staff and students.
- Provides information on resources available to practice educators to support them in their role.

With many thanks for your on-going support of Speech and Language Therapy students from the University of Essex.

Additional documents to be used in conjunction with this handbook:-

- Placement specific guidance for practice educators. These are provided for each placement on the BSc & MSc SLT programmes and act as a guide through the placement process and placement specific learning outcomes.
- Placement specific assessment booklets. These working documents record student attainment on each placement. Students are responsible for holding and maintaining these documents during the placements.

Placements and Practice Based Learning

Placements and practice based learning are an indispensable part of the Speech and Language Therapy (SLT) learning process. Placements provide the opportunity for students to develop clinical awareness and skills of reflection and self-evaluation, together with the interpersonal skills necessary to work with both clients and colleagues. Placements also provide experience of related health, social and educational provision, day-to-day administration in SLT settings, and wider organisational and management issues.

The provision of a range of placements during a qualifying course is therefore a crucial element in the training of a competent clinician. Multiple organisations work in partnership with the University to provide opportunities for practice education; including the NHS, voluntary, independent and education sectors. Students gain experience of working in a variety of areas of practice, with a range of client groups, during their training.

Placement Structure

The total time required for placement education is a minimum of 150 sessions: 100 clinical sessions under SLT supervision and 50 sessions in clinically related areas. One session equates to 3.5 hours. Royal College of Speech & Language Therapists (RCSLT) Guidelines for Pre-registration programmes in the UK require at least 30 sessions with paediatric, and 30 sessions with adult client groups. The remaining sessions can be with any client group but, overall, placements should include opportunities to work directly with a range of clients in individual and group settings (RCSLT 2010).

Programme/Year	Term 1 Oct – Dec	Term 2 Jan – Mar	Term 3 April - June	Term 4 July - Sept
BSc / 1 HS136		15 day Rotational lifespan settings Pre-Clinical		
BSc / 2 HS234	5 week block Developmental /Acquired SLT	10 single days Developmental /Acquired SLT		
BSc/ 3 HS332	5 week block Developmental /Acquired SLT		3 week Developmental /Acquired Transition to Autonomous Practice	
MSc / 1	8 single days Education Pre-clinical	8 single days Paediatric SLT	Either term 3 OR term 4 5 week block Paediatric SLT setting	
MSc / 2	Either term 1 OR term 2 8 single days Adult SLT setting		Either term 3 OR term 4 5 week block Adult SLT setting ----- Followed by 2 week block Adult or Paediatric setting Transition to Autonomous Practice	
	Term 1, 2 and 3 Communication Partner Adult non-clinical setting			

Summary of Placements:

The students' ability to begin integrating theory into practice and to develop a range of core practical skills is supported through a structured program of practice activities.

Placement experience is provided by a combination of single day and block placements.

BSc Programme

HS136 Placement 1 (Professional Development)

- Year 1 term 2 & 3:

This 15 day placement in the first year is the student's introduction to the placement process. The student experiences the working environment, explores professional values and identity with the SLT role. Students will use and develop their transferable skills in three locations experiencing typically developing children and working with adult clients as well as the people supporting them. University staff will be working with students before and after each rotation to ensure a supported transition occurs.

HS234 Placement 2 (Identification of communication abilities and difficulties)

- Year 2 term 1: Speech and Language Therapy Placement - Initial development in clinical practice

This 5 week block placement is under the direct supervision of a Speech and Language Therapist working with either adult or paediatric clients. Students will observe, contribute and participate in the assessment of individuals with speech, language communication and eating difficulties. The student begins the process of developing into the role of a Speech and Language Therapist and understanding the concepts of personal and professional responsibility and integrity. The placement provides the foundations to enable students to acquire and develop the necessary therapeutic and reasoning skills essential for future practice.

- Year 2 term 2 & 3: Speech and Language Therapy Placement - Continuing development in clinical practice

A 10 day placement, under the supervision of the SLT can take place in any clinical setting across the life span. The placement, where possible, should be with a different client group to the earlier block placement to ensure clinical experience across the life span. The student should have the opportunity to participate in clinical practice, particularly assessment and experience treatment programmes with a variety of client groups. The student joins the SLT working with clients, parents and carers and professional colleagues from other service groups. The student also experiences the day to day workings of the Speech and Language Therapy service including its administrative procedures.

HS332 Placement 3 (Management and intervention)

- Year 3 term 1: Speech and Language Therapy Placement - Extended development in clinical practice

In this block placement the student spends 5 weeks working as part of a SLT team in paediatric or adult clinical settings. These block placements promote the development of competence in practice, encourage effective clinical reasoning and facilitate the integration of theory with practical skills. The student is gradually given the opportunity to take on more responsibility in the day to day management of the client. This includes increasing opportunities to become involved in aspects of intervention, service administration, working in

partnership with clients, their families and professionals and contributing to the implementation of the client's wider care plan.

- Year 3 term 2 & 3: Transition to Autonomous Practice

In the Transition to Autonomous Practice placement (TAP), the student spends 3 weeks working collaboratively with peers in a paediatric or an adult setting. This placement supports the application of existing skills and knowledge in service planning, delivery and evaluation and facilitates the progression from working as a supervised student to working as a qualified SLT.

MSc Programme

Year 1 term 1: Pre-clinical Professional Development Placement

This 8 day placement in the first term takes place in a local education setting, enabling the students to become more skilled at working with children, to begin the process of understanding typical language and communication development and to understand how education based staff are key partners in Speech and Language Therapy delivery.

Year 1 term 2: Speech and Language Therapy Day Placement

This 8 day placement is under the direct supervision of a Speech and Language Therapist (SLT) working with paediatric clients. Throughout these 8 days, the student begins the process of developing into the role of a Speech and Language Therapist and understanding the concepts of personal and professional responsibility and integrity. The placement provides the foundations to enable students to acquire and develop the necessary therapeutic and reasoning skills essential for future practice.

The student should have the opportunity to participate in clinical practice, including assessment and the implementation of treatment programmes with a variety of client groups. The student joins the SLT working with clients, parents and carers and professional colleagues from other service groups. The student also experiences the day to day workings of the Speech and Language Therapy service including its administrative procedures.

Year 1 term 3 or 4: Speech and Language Therapy Block Placement

In the year 1 block placement the student spends five weeks working as part of a paediatric SLT team. These block placements promote the development of competence in practice, encourage effective clinical reasoning and facilitate the integration of theory with practical skills.

Throughout the block placement the student is gradually given the opportunity to take on more responsibility in the day to day management of the client. This includes increasing opportunities to become involved in aspects of service administration, working in partnership with clients, their families and professionals and contributing to the development and implementation of the client's wider care plan.

Year 2 term 1, 2, and 3: Communication Partners Day Placement

During this placement students make at least 12 visits preferably to meet the same, named individual within an adult residential or day care setting. This placement offers students learning opportunities to develop their own skills in interacting with people with communication impairments as well as the staff in these settings. The students manage this

placement autonomously making their own appointments and liaising with care staff as needed, thus developing core professional skills.

Year 2 term 1 or 2: Speech and Language Therapy Day Placement

This 8 day placement is under the direct supervision of a SLT working with adult clients. Throughout these 8 days, the student continues the process of developing skills essential to the role of the SLT and further actively applies the concepts of personal and professional responsibility and integrity. The placement promotes the continued acquisition and development of the necessary therapeutic and reasoning skills to prepare for future practice.

The student should have the opportunity to participate in clinical practice, including assessment and the implementation of treatment programmes with a variety of client groups. The student joins the SLT working with clients, their relatives and carers and professional colleagues from other service groups. The student also experiences the day to day workings of the Speech and Language Therapy service including its administrative procedures.

Year 2 term 3 or 4: Speech and Language Therapy Block Placement

In the year 2 block placement the student spends 5 weeks working as part of an adult SLT team. These block placements promote the consolidation of competence in practice, encourage effective clinical reasoning and facilitate the integration of theory with practical skills.

Throughout the block placements the student is gradually given the opportunity to take on more responsibility in the day to day management of the client with speech and language difficulties. This includes opportunities to become involved in aspects of service administration, working partnerships with clients, their families and other professionals and to contribute to the development and implementation of the client's wider care plan.

Year 2 term 3 or 4: Transition to Autonomous Practice Block Placement

In the Transition to Autonomous Practice placement (TAP), the student spends 2 weeks working collaboratively with peers in a paediatric or an adult setting. This placement supports the application of existing skills and knowledge in service planning, delivery and evaluation and facilitates the progression from working as a supervised student to working as a qualified SLT.

The BSc Academic Curriculum

The academic curriculum of the BSc is structured to provide learning and understanding of the SLT role across the life span.

Year 1 focuses on understanding the culture and development of typical communication and professional skills development.

Year 2 introduces the theory and practice education of identifying developmental and acquired communication and swallowing difficulties across the life span.

Finally year 3 builds on the understanding of assessment and looks at enhancing communication for those with speech, language and swallowing difficulties across the life span.

Year	Module title
1	<ul style="list-style-type: none">• Lifelong study skills• Understanding typical communication• Anatomy & physiology for Speech and Language Therapy• Culture of Communication• Development of individuals throughout their lifespan• Placement 1 Professional skills development
2	<ul style="list-style-type: none">• Identification of developmental communication abilities & difficulties• Identification of acquired communication abilities & difficulties• Dysphagia• Professional enquiry• Placement 2 Identification of communication abilities & difficulties
3	<ul style="list-style-type: none">• Enhancing communication for people with developmental and acquired communication difficulties• Professional Enquiry Proposal• Placement 3 Management and intervention

The MSc Academic Curriculum

The academic curriculum is primarily divided into year 1 for paediatric SLT, and year 2 for adult SLT. Due to the nature of the fast track MSc (pre-registration) programme, a flexible and integrated theory to practice and practice to theory model of learning is supported, meaning that students may meet a clinical topic area for the first time, either in university based teaching or in placement activity.

Year 1	Curriculum
Term 1	<ul style="list-style-type: none"> ▪ Human communication – an integrated view ▪ Data recording and analysis ▪ Total communication ▪ Psychology & Sociology ▪ Education ▪ Introduction to SLT as a profession ▪ Introduction to phonetics (including transcription) and linguistics ▪ Typical cognitive and language development
Term 2/3	<ul style="list-style-type: none"> ▪ Phonological impairments ▪ Language impairments ▪ Evidence based practice and beginning diagnosis ▪ Multidisciplinary working in theory and practice ▪ Assessment tools and techniques, diagnosis and prognosis ▪ Specific language impairment (SLI) ▪ Developmental Verbal Dyspraxia of speech (DVD) ▪ Pragmatic language impairment (PLI) ▪ Autistic spectrum disorders (ASD) ▪ Learning difficulties in children ▪ Cerebral palsy
Term 4	<ul style="list-style-type: none"> ▪ Special needs ▪ Hearing impairment ▪ Cleft lip and palate (CLP) ▪ Bilingualism ▪ Outcome measurement and clinical management issues
Year 2	Curriculum
Term 1	<ul style="list-style-type: none"> ▪ Healthy ageing ▪ Dementia & Alzheimer's disease ▪ Traumatic Brain injury ▪ Adult learning difficulty ▪ Autism in Adults ▪ Working with young offenders/Forensics ▪ Mental Health ▪ Dysphagia
Term 2/3	<ul style="list-style-type: none"> ▪ Cerebrovascular accident ▪ Aphasia / Dysphasia, Apraxia of speech and Dysarthria ▪ AAC ▪ Progressive neurological diseases and Living with terminal illness
Terms 3/4	<ul style="list-style-type: none"> ▪ Tumour ▪ Head and neck cancer ▪ Voice disorders in adults and children ▪ Dysfluency in adults and children

Placement Roles, Responsibilities & Rights

The Practice Educator

The student is assigned to a named practice educator. This person will undertake the main 'supervisory' role during the placement. For clinical placements, practice educators are Speech and Language Therapists (SLTs) who have been prepared for their role as practice educators. It is requested that line managers ensure that staff selected to act as student practice educators are both suitably experienced, having successfully completed all newly-qualified practitioners competencies (RCSLT 2007) and are registered as a SLT with the Health and Care Professions Council (HCPC). For other placement contexts, such as education or communication partners, practice educators are professionals working within a related field (e.g. education, residential or day-care settings). Students may work with a number of colleagues on placement, but it is the named practice educator who will collate feedback and undertake the interim and final assessments and paperwork with the student.

The practice educator supervises the student and negotiates learning opportunities necessary to meet the required outcomes. Normally the practice educator supervises the student's work during the time the student spends in the practice setting. Other team members in the practice setting may also supervise the student during the placement, and will feed back to the student and to the practice educator about progress and areas for development. Models of team supervision are encouraged. If the supervising practice educator is on leave, in their absence a suitably experienced member of staff should be delegated to undertake the role of practice educator for the student.

Practice educators are respectfully reminded that it should be made clear to clients that the student SLT is still in training. Appropriate consent must be sought before students observe or engage in client observation, assessment and therapy.

Placement providers must ensure the health and safety of students on placement and the University of Essex will seek assurance of compliance with health and safety standards in all placement areas. Assurance will also be sought that placement providers have equal opportunities and anti-discriminatory policies. This is recorded in the assessment booklet. A key element of the practice educator's role is to provide regular feedback to the student about their progress and to support them in the development of action plans and learning contracts to assist in the achievement of outcomes and identification of learning opportunities. Other team members working with the student during the placement may also contribute to this process where appropriate.

The practice educator is responsible for assessing the competence of the student and consulting with others who have been involved with the student on their placement. Details of this process are documented in the placement assessment booklet parts one to three. The practice educator is required to complete the student's assessment documentation and discuss their assessment with the student as well as an action plan for future improvement. This enables the mutual validation of the evidence provided by the student that they have had the experiences that support their acquisition of skills and appropriate levels of competence.

The roles and responsibilities of practice educators working as SLTs are made clear in the documents: Royal College of Speech & Language Therapists (2003) *Position paper - The Provision of Clinical Placements: Stakeholder Roles & Responsibilities* online at http://www.rcslt.org/docs/free-pub/position_paper_clinical.pdf

Practice Educator development

Regular training days for practice educators and colleagues involved in supporting University of Essex SLT students are held at the University. These days provide learning opportunities for both experienced and new practice educators. New practice educators are introduced to the nature of the educator role, methods of learning and assessment and to the resources available to them. There are also opportunities for experienced practice educators to learn more about the course and support their continuing professional development within practice education. Workshops can also be offered to SLT staff teams on-request at placement providers' premises. These sessions can focus on local issues linked to practice education and address the learning needs of the individual practice educators. Experienced practice educators can also utilise the interprofessional 'Online Update for Mentors, Clinical Educators and Practice Educators' which is freely available at <http://moodlex.essex.ac.uk> .

Placement Feedback

Feedback on the placement experience is sought after each placement from both the student and the placement provider. This is used to inform developments, practice based teaching and the growth of the programme. Practice education is also a regular agenda item on the Speech and Language Therapy Programme Committee. The Committee is comprised of SLTs within the region, from the NHS, private and voluntary sectors; as well as university staff, students and service users. Matters relating to placements are taken to this committee for discussion and consultation.

The Visiting Lecturer

The visiting lecturer's role is the provision of support to both Practice Educators and Students, and the development of the practice learning environment.

The visiting lecturer ensures that the placement setting is able to provide the relevant experiences for students and that communication mechanisms are in place to explore all issues related to student assessment. Placement visits also facilitate monitoring of how prepared students have been for their placement experiences. Effective communication between the University and the practice educator is essential if the placement is to be an effective and productive learning experience.

Placement tutors are available to support the placement process at all stages, from initial set-up, through the course of the placement and the final assessment. Placement visits are arranged by staff and students; these are aimed at the development of partnership working between the University and placement providers. The visits do not form part of the assessment process for the student, although placement visits are recorded in the students' assessment booklet.

The Placement Administration Team

Practice education and placement administrative processes are supported by a dedicated team within the School of Health and Social Care. This team deals with placement provision, student travel claims, and processes the administration of the placement assessment booklets. The placement administration team use PEMS (placement evaluation monitoring system) as a comprehensive database system for all placement activity and communications.

Student Responsibilities

Students must comply with the health and safety policies whilst on placement and take reasonable care of themselves and others. This includes maintaining high standards of personal hygiene and awareness of the issues of cross infection. Details are recorded in the assessment booklet.

Professional Conduct

Students have a responsibility to comply with the Code of Ethics and Professional Conduct for Speech and Language Therapy (RCSLT 2006) in addition to the clinical governance arrangements within the placement organisation. All students are made aware of the Standards of Proficiency: Speech and Language Therapy (HCPC 2012) and Guidance on Conduct and Ethics for Students (HCPC 2009) when they commence the programme. Students must also comply with the guidance on Professional Conduct and Fitness to Practice from the University of Essex online at:

<http://www.essex.ac.uk/academic/docs/regs/fitness.shtm>

Fitness to Practise

If Fitness to Practise (FtP) issues are raised about one of our students a referral is made to our professional suitability group who decide whether to appoint an investigating officer. If an investigating officer is appointed on receipt of their report the professional suitability group makes a referral via the University's FtP procedures. At that point the University would approach someone from practice from the appropriate professional group to join the decision making panel. The FtP procedure is available via the following link

http://www.essex.ac.uk/hhs/current_students/fitness-to-practise.aspx

Students are expected to work collaboratively with their practice educator, multi-disciplinary colleagues, clients and families and other SLT and IPL students who may be on placement with them. Students are expected to maintain high standards of professional and personal conduct in keeping with their status as professional practitioners.

A student practitioner must:

- Act in the best interests of their client.
- Maintain confidentiality in all respects.
- Maintain high standards of personal conduct when on placement and when 'off duty'.
- Inform their visiting lecturer and practice educator of any changes in their health status that may impact on their work. It is the student's responsibility to take care of their own health in order that they can properly care for their clients.
- Endeavour to remain up to date with both theory and practice skills.
- Always act within the limits of their knowledge and training. If in doubt should consult their practice educator or visiting lecturer.
- Communicate effectively with both their clients and their practice educator or teaching staff.
- Ensure they are fully aware of and abide by guidelines on obtaining consent for any intervention.
- Maintain accurate records of their placement experience during their placement following the local guidelines for entries in case notes appropriate to the placement.
- Be aware of and abide by all required infection control measures.
- Be honest and diligent in their professional behaviour.
- Ensure that their conduct does not bring the profession into disrepute.

Students are reminded that they have a responsibility to use and share information on any social networks and related media with a view to their professional identity as members of the Speech and Language Therapy profession. For further guidance on the use of social media please visit: http://www.hcpc-uk.org/Assets/documents/100035B7Social_media_guidance.pdf

Certificate of Fitness for Placement

In order to be issued with a Certificate of Fitness for Placement, students are required to;

- Provide evidence of current student membership with the RCSLT
- Achieve enhanced DBS clearance
- Complete a declaration of their health status
- Complete a declaration of their agreement to adhere to the principles of the NHS Constitution (2013)
- Complete a declaration of their agreement to adhere to the principles of the Health and Care Professions Council Standards of conduct, performance and ethics (2012)
- Successfully complete all mandatory training
- Where necessary, provide evidence of car insurance

Certificates are issued annually. **Students may not attend any placement without holding a current Certificate of Fitness for Placement.**

Student Registration with the RCSLT

Students are required to have registered as a student SLT with the RCSLT prior to any participation in practice education. All students must sign a declaration to inform the University that they are a registered student member of the professional body. This declaration is made at the start of each academic year.

Disclosure and Barring Service (DBS) Certificate

Students are required to undergo an enhanced DBS check. **A student is unable to attend placement without gaining enhanced DBS clearance.** Students are required to ensure that they have their DBS certificates with them during placement attendance.

Mandatory Training

All SLT students undertake a range of mandatory training annually. This mandatory training consists of online and practical sessions on the following topics;

- CPR – Resuscitation – theory and practical
- Moving and Handling – theory and practical
- Information governance and record-keeping
- Infection Control
- Safeguarding Vulnerable Adults
- Fire Safety
- Safeguarding Children
- Personal Safety and Security Awareness
- Disability Awareness
- Equality and Diversity
- Health and Safety Awareness
- Risk assessment
- NHS values and the constitution

Suitable clothing

Students will wear appropriate clothing and footwear while on placement. If the placement setting has a policy on dress and appearance, the student should be made aware of this and conform to policy requirements. It is recommended that policies on dress and appearance are made available to students in advance of the placement. Dress may be casual but clothes must be smart, clean and tidy. Jewellery should be kept to a minimum. Generally, only small ear studs and wedding/civil partnership rings are acceptable and long hair should be tied back. Students do not routinely wear uniforms but a limited number of garments can be made available if necessary. Please contact Fiona at frhynas@essex.ac.uk

Attendance

Precise hours of attendance will be agreed between the student and the practice educator. It is anticipated that students will work approximately a 7 hour day during their placements, and approximately a 30 hour week in the placement location with additional time for planning during their block placements.

If a student needs to be absent from placement due to sickness the student must:

- Contact their practice educator at the beginning of their working day
- Report the absence to the HHS absence email address
- Record the absence on their placement hours sheet in their assessment booklet, which is countersigned by their practice educator.

Some trusts are operating on a seven day working system and students may therefore be required to work Saturday or Sunday instead of a weekday. Placement providers are asked to alert the university ahead of time if this is a placement requirement and students other commitments are taken into consideration when allocating placements. If a student is required to work outside of normal working hours and this is problematic they should contact the practice placement tutor to discuss the issue.

Student Rights and Support

SLT students have the right to be treated fairly and consistently, and with dignity and respect. This expectation transfers in to placement settings. Students on placements should not experience undue stress, anxiety, fear and intimidation or bullying.

Where a student has concerns about their placement, they are advised to raise the issue with their practice educator; if they are unable to do this or this does not resolve the issue then the student should contact their personal tutor or the placement coordinators via email or telephone to discuss their concerns. For all urgent issues please contact the placement support tutors (details on page 2).

Equality Act (2010)

The Equality Act applies to universities and placement providers. The University of Essex recognises its responsibilities under the legislation and is committed to working in the best interests of people with a disability and therefore aims to generate a more 'enabling' environment and to create a non-discriminatory culture, for the benefit of all University students, staff and visitors. Students are encouraged to disclose to the University of Essex Disability Team in Student Support who have responsibility for assessing evidence and notifying those people who need to know once the confidentiality contract has been signed.

All Staff have a responsibility to ensure that they do not:

- treat a disabled person less favourably than someone else for a reason relating to the person's disability
- indirectly discriminate against a student with a disability by failing to make a 'reasonable adjustment' when a disabled student is placed, or is likely to be placed, at a 'substantial disadvantage' in comparison with a person who is not disabled

The legislation identifies that practice educators act as facilitators for University of Essex students and hence students are encouraged to discuss any disabilities and strategies with them. The learning contract section of the practice placement assessment form is used to ensure that students have an opportunity to disclose specific needs which may impact on the learning experience and discuss these with their practice educator. During induction practice educators must ask all students whether they want to disclose a disability or specific learning need. The learning contract statement: I have disclosed a disability or specific learning need to my educator [Yes/No] must be completed, dated and signed by the educator:

If a student discloses a disability, educators must request their permission to give this information to relevant colleagues. Practice educators who wish to discuss anything to do with a student's disability should contact the placement coordinator (details on page 2) as long as the student has given their permission for their disability to be discussed. Should students choose to withhold information about a disability or specific learning need the placement provider has no obligation to make reasonable adjustments and the lack of reasonable adjustment cannot latter be used to gain extenuating circumstances if the student under performs during the placement.

If a student discloses a disability but withholds permission to discuss their disability, confidential advice is available from Disability Services at the University of Essex. This can include further information on the legislation and discussions on what is reasonable;

- T 01206 87400
- E askthehub@essex.ac.uk

Information on facilitating learning and reasonable adjustments for disability can be accessed at <http://www2.essex.ac.uk/stdsup/disab/home.shtm>

All Students have a responsibility to:

- disclose disability to a member of the Disability Team in the Student Support Office at the University so appropriate adjustments may be discussed
- Apply to their funding organisation for assistance with costs related to their disability (further advice and guidance on who to approach is available from the Disability Team in student support at the University).

Whilst the Disability Team provide initial advice to all students it is the student's responsibility to contact the Disability Team if they require individual advice at other times and to notify the Student Support Office of changes in their circumstances and/or requirements.

Out of Hours Contact

If a problem arises whilst on placement students can contact a member of staff 'out of hours'. If they are living in University accommodation in addition to Nightline the usual 'out of hours' support services are provided by the Residents' Support Network (numbers posted in the kitchen of each accommodation) and the Patrol Staff who are on duty at all times.

If a student is living off campus they should contact the Patrol Staff at the Information Centre in the first instance. The Patrol Staff can, if necessary, contact the on-call Area Co-ordinator for the Residents' Support Network who will assist or contact Student Support management if required.

- Nightline: 01206 872020/2022
- Free phone night line number: 0800 3265454
- Information centre (Patrol Staff): 01206 872125
- Student Services Hub – Student Information and Support 01206 874000
askthehub@essex.ac.uk

Students can contact the SLT placement support team and personal tutors (see page 2). During the week a response can be expected within 24 hours and 48 hours at the weekends. Please state if you are making contact regarding an urgent or emergency matter.

Car insurance information

If it is necessary for a student to use their car for official business purposes, other than getting to and from their placement i.e. on a community placement, they must check that their insurance policy covers "official business purposes" and not just "social, domestic or pleasure purposes".

The Placement Process

Placement Scheduling Times

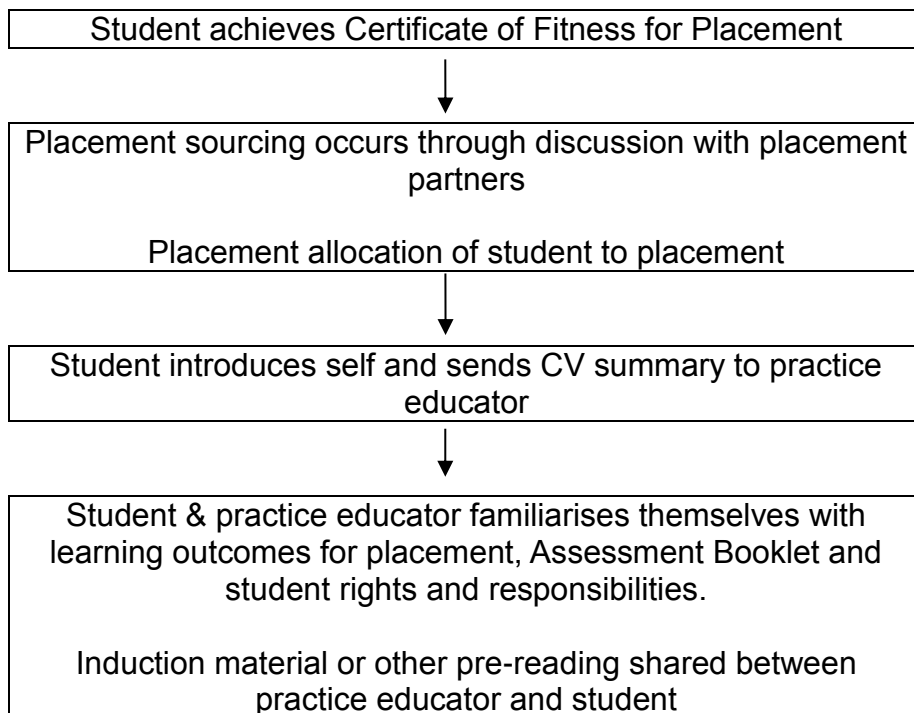
We aim to allocate and notify placement providers of student names 8 weeks prior to the placement start date. Students can expect to be notified of their placement location approximately 6 weeks before. However due to the nature of sourcing and arranging placements these times may differ on occasion.

Sourcing and Allocation

Placements are secured through an on-going and regular process of negotiation between the University and placement providers; all offers are managed within a database system by the placement administration team. All placements are quality monitored at the outset of the partnership; the placement team should be notified of any significant changes in a placement provision. Placement visits also form part of our on-going collaboration to ensure an effective learning environment. Placement providers should give as much information as possible to support the allocation process. For example, if it is peer placement / a split placement, if a car driver is essential (most students do not have access to a car) or any other relevant information.

The following flow chart sets out the process:

Before Placement



Before the placement starts

Information about the student will be sent to the placement provider. Members of the SLT teaching team are available for any discussion regarding the placement including:

- An introduction to the background of the student and their current level of knowledge.
- Introduction to the learning outcomes the student will be required to achieve over the course of their placement.
- An explanation of the support mechanisms in place for the practice educator and supporting team during the student's placement including how to contact the University, the contact details and availability of the visiting lecturer.
- An explanation of how the assessment form is to be completed, the nature of the interim and final assessments.

Placement Induction

Before the placement starts, students should have access to the following information, supplied by the placement provider:

- A contact number and reporting arrangements for the first day of the placement.
- Pre-placement reading, as required.
- General location information including maps, car parking, accommodation etc.
- Learning resource facilities including library, study areas, reference literature, and computer access.
- Policies concerning dress and appearance (where applicable).

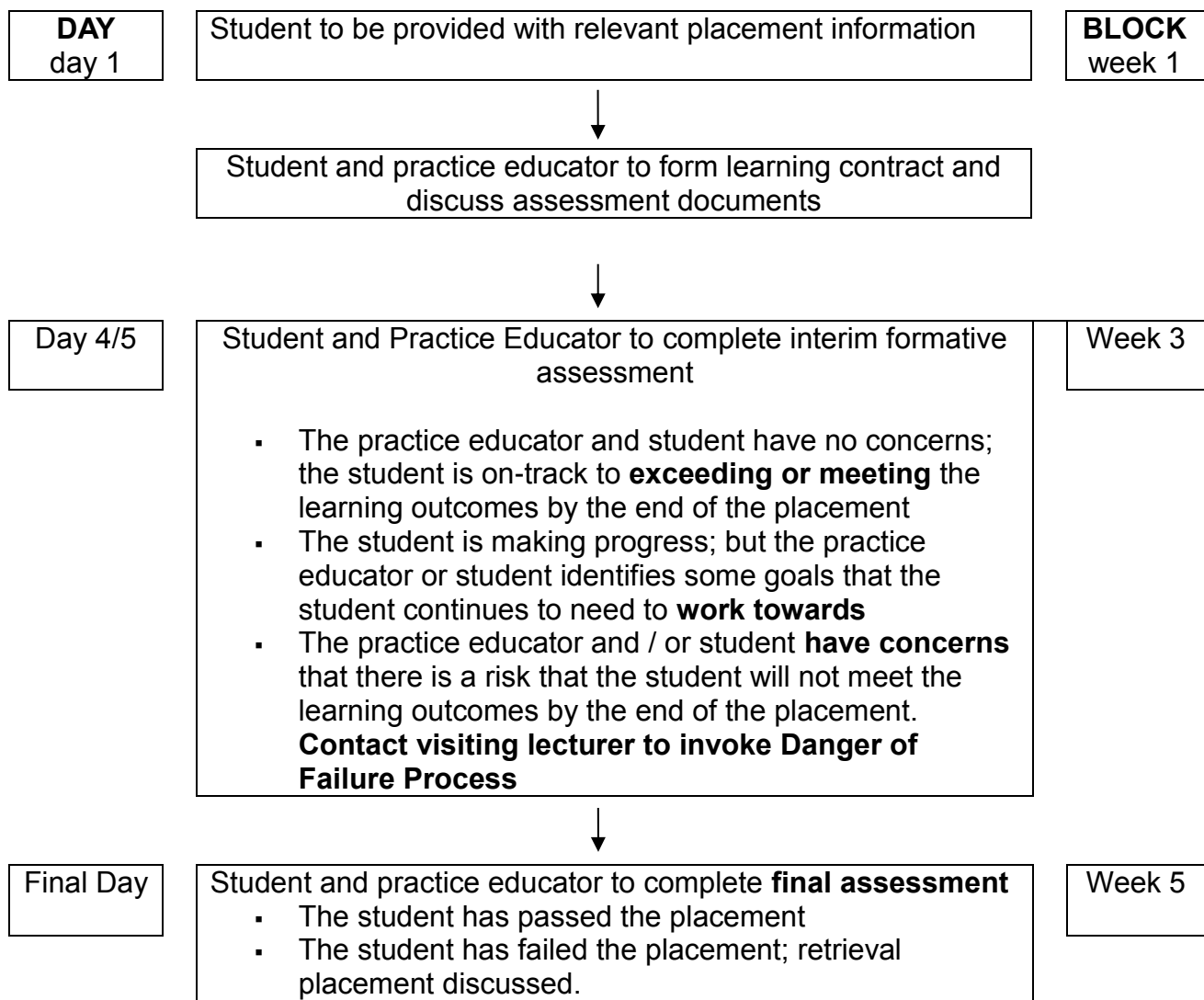
On the first day of the placement students should receive an induction to their placement; this is recorded in the Practice Placement Assessment Booklet. Induction should include the following topics as relevant to the placement:-

- Health and safety – local policies and procedures
- Emergency procedures and contact numbers
- Incident reporting
- Moving and Handling, Infection Control and Fire Safety
- Harassment and Bullying
- Equal Opportunities

There may be additional induction information specific to the practice setting which can be shared with the student at this time. For example;

- Placement setting information – e.g. staff rooms, changing facilities, break facilities, staff structure, amenities in the local area
- Placement communication information – e.g. means of communication, contact details
- Placement structure information – e.g. start / finish times, additional locations

During Placement



The practice educator and student should collaboratively form the learning contract for the student's placement at the earliest opportunity. The induction will also include looking at the placement learning outcomes and identifying the range of opportunities the student will have to meet these.

Developing Personal Learning Outcomes

Students are encouraged to take responsibility for their own additional personal learning outcomes. These are developed in consideration of students' previous work and placement experiences, including feedback gained from practice educators. Prior to placement, students must therefore contact their practice educator with details of prior experiences that they have and other relevant information (see appendix).

Within the first week a learning contract must be negotiated between the student and their practice educator which takes account of the student's needs and personal goals within the parameters of the placement. This is recorded in the student's Assessment Booklet. At the

interim assessment students should be able to discuss with their practice educator how their activities and experiences are meeting their learning outcomes. During the placement the Visiting Lecturer will visit or make contact to discuss the student's specific placement and any information or feedback about the placement experience in general.

During the placement period identified staff will be available for contact and support via telephone and email. This will provide an opportunity for communication between the practice educator, the visiting lecturer and students about all issues relating to the placement experience.

Placement evaluation

After each placement both students and educators are emailed a link from the PEMS placement database system to complete an online placement evaluation. We ask that students and educators complete these honestly, but professionally and constructively to allow our placements to continue to improve.

Practice educators can login to PEMS to view student evaluation. Within NHS placement settings the Education Liaison Managers will be reminded that feedback is available two weeks after every placement. Both student and educator feedback is reviewed by University placement coordinators to continue to monitor placement experiences.

If you would like to discuss a student's evaluation with a member of university staff please telephone the placement coordinators on **01206 874557**.

Placement monitoring is a regular item on the Speech & Language Therapy Programme Committee meeting agenda and placement quality and issues are regularly discussed.

Placement Assessment Booklets

This section should be read with reference to the relevant assessment booklets.

BSc Programme

- Year 1 term 1 Professional Skills Rotation (Pre-clinical) 15 day
- Year 2 term 1 Clinical SLT 5 week
- Year 2 term 2/3 Clinical SLT 10 day
- Year 3 term 1 Clinical SLT 5 week
- Year 3 term 2/3 Transition to Autonomous Practice 3 week

MSc Programme

- Year 1 term 1 Pre- Clinical (Education) 8 day
- Year 1 term 2 Clinical Paediatric Introduction 8 day
- Year 1 terms 3/4 Clinical Paediatric Consolidation 5 week
- Year 2 terms 1/2/3 Communication Partner
- Year 2 terms 1/2 Clinical Adult Introduction 8 Day
- Year 2 terms 3/4 Clinical Adult Consolidation 5 week
- Year 2 terms 3/4 Transition to Autonomous Practice 2 week

Each placement assessment booklet is divided into the following sections; the induction, the student assessment and the clinical hours' record.

Assessment forms and clinical reasoning forms will contain clinical educator's names, signatures and dates. Please note that these documents will be used by the students in assessed academic pieces of work.

Induction

- Record of training and information (Health and Safety, Emergency Procedures etc.) given to the student by their practice educator
- Contact with university staff can also be recorded here
- Learning contract – this collaborative document identifies the individual's needs, placement opportunities and plans for the progression of the placement. Specific learning needs related to disability, health or other specific learning needs may also be captured here. Students are required to reflect on their achievement of the goals in the learning contract at both the interim and final assessment

Student Assessment

During placements students are assessed on the following areas:

Area assessed	Assessed by	Further information
Part 1 – Health and Safety, Non-discriminatory Practice and Professionalism	Practice educator	Page 26
Part 2 – Learning Outcomes	Practice educator	Page 26
Part 3 – Skills Log	Practice educator /or university staff	Page 28
Part 4 – Reflective Component	University staff	Page 29
Part 5 – Record of Placement Hours	Practice educator	Page 30

Please note assessment for each placement reflects the progression and development of an individual's skill set and clinical knowledge.

Part 1 Health and Safety, Non-discriminatory Practice and Professionalism

Health and Safety – students must demonstrate that they are able to integrate health and safety legislation (e.g. infection control, moving and handling) into placement practice, taking account of local policy and procedures).

Non-discriminatory Practice - students must demonstrate that they understand the mutual trust and respect inherent within a therapeutic relationship and that they uphold, the rights, dignity and autonomy of patient's, including their role in the diagnostic and therapeutic process.

Professional Behaviour – students must demonstrate that they can fulfil all responsibilities related to legal, ethical and local considerations of professional practice (e.g. timekeeping, appropriate standards of dress and management of clinical information). Student members of the RCSLT are subject to its published guidelines on professional conduct.

Part 1 carries no marks but the student's performance must be satisfactory in all aspects of health and safety, non-discriminatory practice and professionalism in order to pass the placement. Failure of any objective in part 1 at any point during the placement will override parts 2 / 3 / 4 / 5 of the placement assessment and cause the student to fail the placement.

The student is awarded a 'pass' or 'fail' for the part 1 (page 1 of assessment booklet). Final feedback comments can be recorded within the booklet.

Any outstanding learning needs or points for development must be recorded and transferred to the next placement learning contract.

In a situation where there is concern relating to safety, non-discriminatory practice or professional behaviour a written warning must be completed and must be signed by both student and practice educator. A written warning does not constitute failure. If there are concerns relating to the student's performance in part 1, the practice educator should contact the University SLT team immediately (details on page 2).

Part 2 Learning Outcomes

The learning outcomes for the pre-clinical and SLT specific placements are made up of three core areas:

- Interpersonal skills
- Professional knowledge
- Professional skills

The student must address all learning outcomes during each placement and is expected to achieve all learning outcomes wherever possible. In some settings, it may not be possible for an outcome to be achieved for practical reasons (e.g. the student may not attend a MDT meeting). In these cases the student is expected to reflect upon the learning outcome through discussion with their Practice Educator (e.g. discuss how MDT working is realised).

It is expected that the student will require more support in the early stages of their placement. However as the placement proceeds they should require less direction, be able to work collaboratively and carry out designated tasks with autonomy, requesting help and guidance as appropriate. The learning outcomes are designed to reflect this progression.

Achievement of learning outcomes is monitored and assessed at interim and final stages using the placement assessment booklet to ensure that the student reaches the necessary 'Standards of Proficiency' required for clinical practice as a SLT (HCPC 2012).

Interim assessment

An interim assessment must be undertaken halfway through the placement. The interim assessment is intended to provide information for the practice educator and student on the progress of the placement; it functions as formative assessment. The interim assessment is a discussion involving the practice educator and the student. It highlights the student's strengths and areas in which they may need greater guidance or increased supervision to ensure development. The student should come to the interim assessment prepared to discuss their evidence for how they are meeting their learning outcomes. At the interim assessment, a tick is used to indicate the student's level of achievement for each learning outcome. Available descriptors include:

Descriptor	Action
'exceeding' expected level	Student and Practice Educator reflect on student's strengths at this stage of the placement and ways to extend these strengths into different contexts
'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 – Not Applicable	Reflective discussion held as to why N/A within setting

It is suggested that the interim assessment is undertaken at around day 4 of the SLT day placement and around week 3 of the 5 week block placement; however the exact timing can be negotiated by the student and practice educator. If at any stage practice educators have concerns or need to contact the placement team, they can do so by telephone on the numbers given on the contact page.

Final assessment

At the end of the placement a final overall summative assessment of the learning outcomes is made. The student must bring an evaluation of how they think they have met the learning outcomes to the final assessment meeting with their practice educator. The practice educator will make the final judgement as to whether the student has achieved each particular learning outcome. A tick is used to indicate each learning outcome that the student has successfully achieved at the following levels;

Level	Description
Pass – Excellent	Signifies an area of strength at this stage of the students training
Pass – Competent	Learning outcome achieved
Fail	Learning outcome not achieved

By the final assessment all learning outcomes must be achieved in order to pass the placement. Practice educators may include feedback upon the student's achievement, the opportunities that the student has experienced to achieve that outcome or any other relevant comment.

The Qualitative Assessment Tool may be used by the practice educator to guide their decision making as to the student's level of achievement (see appendix).

The student is awarded a 'pass' or 'fail' for the part 2 (page 1 of assessment booklet).

Final qualitative summing-up comments can be recorded within the booklet. Any outstanding areas or points for development must be recorded so that the student can incorporate them in the learning contract for their next placement.

Part 3 Skills Log

Part 3 of the assessment examines the achievement of core SLT skills. The student is required to maintain a written record of the skills developed across the course of their placement in their reflective commentary, following the format given in the placement assessment documents. Entries in the skills log are verified by the practice educator as being a true account of the student's placement experiences. This is indicated by a tick at the final assessment.

This record demonstrates practical experiences that the student has gained in the implementation of observational, inter-personal and inter-professional skills during the placement.

Each verified entry in the skills record indicates that the student has undertaken relevant activities to demonstrate those skills safely and effectively, with appropriate clinical reasoning. Students will be encouraged to consider the range of experiences available to them in a variety of different contexts and record evidence of using specific tools, techniques or intervention modalities.

Where a skill cannot reasonably be achieved at a placement setting, a reflective discussion should be held between the practice educator and the student relating to the specific skill.

This skill should be highlighted on the students learning contract for their next placement experience.

The student is awarded a 'pass' or 'fail' for the part 3 (page 1 of assessment booklet). Final summing comments can be recorded within the booklet. Any outstanding learning needs or points for development must be recorded and transferred to the next placement learning contract.

NB for pre-clinical placements, the students will complete a guided skills development workbook in place of completing a clinical skills log. These are available to view separately.

Part 4 Reflective Commentary

Students are required to complete a reflective commentary for each placement. The reflective commentary consists of two parts;

- Activities account of learning experiences.
- Reflective account of key learning experiences.

Reflective Commentary – Activities Account

The activities account provides the University with a bullet point account of all the learning experiences that the student has engaged in. The activities account should be completed daily (during the day placements) or weekly (for the five week block placements). Activities engaged in should be grouped under the skills log headings (part three of the assessment process) to demonstrate how the placement has prepared the student for their future role as an SLT (see example below).

Please note that the activities account is not held within the assessment booklets and is assessed by University Staff.

Reflective Commentary – Reflective Account

The reflective account requires students to select key learning experiences or critical incidents which have been important for their personal or professional development. The reflective accounts are marked by university staff who assess the student's levels of self-reflection. Please note the reflective account is not held within the assessment booklet.

For the day placements the reflective accounts should include 2 pieces for the BSc and 3 pieces for the MSc of reflective writing each referring to key learning experiences. It is suggested that the first piece is written after day 2, the second after day 5 and the third after day 8.

For the 5 Week block placement the reflective accounts should include:

- 2 pieces for the second year block of the BSc.
- 3 pieces for each third year block of the BSc.
- 5 pieces for the MSc of reflective writing referring to key learning experiences across the 5 weeks to illustrate the student's learning across the placement.

Why students are asked to reflect on their placement experiences.

Reflection is the tool that SLTs use to move from observing or participating in an experience, to learning and developing from it. Reflection is therefore a key aspect of continuing professional development. It supports SLTs to;

- Acknowledge knowledge, beliefs, values and feelings and identify how these might impact on their professional role
- Develop new perspectives
- Re-evaluate clinical reasoning and the effectiveness of their input
- Change or affirm clinical practice
- Self-appraise professional skills and identify points for development

There are often some elements of reflection that students find easier than others. For example, while developing clinical skills it is often easier to reflect on-action rather than in-action.

We strongly urge you to share your own clinical reasoning with students. As experienced clinicians, we have often forgotten how silently we reach our decisions. Students benefit greatly from actively hearing and sharing in your clinical reasoning during their placements. It is also important that they realise the significance of acquiring the skills necessary to make effective, efficient clinical choices as a long term professional practice. As we reach the stage of unconscious competence in practice it can be difficult for students still realising a conscious incompetence to recognise the factors affecting your actions are not magic or from a handbook but based upon experience, clinical knowledge and reasoning from actively moving theory to practice.

Reflective commentaries may follow a recognised model referenced as such by the student, but may also represent the students personal reflective writing style. **All entries must maintain strict confidentiality.**

This record combined with successful completion of the required day and block placements enables students to demonstrate that when working in the practice setting they meet the necessary standards of proficiency, for speech and language therapists (HCPC 2012).

The BSc Part 4 reflections will be awarded an academic grade. Please refer to the module assessment strategy for further details (see appendix).

Part 4 for the MSc is awarded a 'pass' or 'fail' on page 1 of the assessment by university staff following the completion of the practical element of the placement. Any outstanding learning needs or points for development will be recorded and fed back to the student before the start of their next placement.

Part 5 - Record of placement hours

A record of placement hours / sessions is also included on the final page of the assessment booklet. The university is required to ensure that all students have completed a minimum of 150 sessions of clinical and non-clinical work during their training. Each placement has sessions and hours requirement indicated on the record of clinical hour's assessment page. The student completes and signs the record and the practice educator countersigns this as a true record of the placement. Absences and reasons for absence must also be recorded.

Danger of Failure

If at **any stage** of the placement there are **any** concerns about a student's performance please immediately contact the placement support team (details on page 2). Do not wait for the half-way visit.

The University of Essex uses a specific process for concerns around students' performance while on practice placements which must be adhered to. If a practice educator feels at any stage of a placement there are any concerns about a student's performance they must immediately contact the placement coordinator; details on page 2, who will assist them with this process. Please do not contact any other university lecturer, use any other contact number or wait for the half-way visit.

The University of Essex process necessitates that a practice educator cannot fail a student unless the following danger of failure process has been followed, however following this process does not prevent a student from passing the placement.

Following the Danger of Failure process being implemented there are two possible outcomes. The student passes the placement and therefore continues to follow the Speech and Language Therapy programme. The student fails the placement, in which case they will continue with the academic curriculum but will be required to undertake a retrieval placement.

Failure of a practice placement

The focus of the retrieval placement will be to meet the learning outcomes / objectives that remained unmet and thereby caused the student to fail. The duration of the retrieval placement varies depending on the placement that the student failed:

BSc

- Up to 50% of the original placement time. See module guides for details.

MSc

- 8 day placement failed – 4 day retrieval
- 5 week placement failed – 2 week retrieval

In the event of failure of a practice placement, arrangements for the student to retrieve the practice experience at a suitable time and in an appropriate location will be arranged. Students who successfully pass their retrieval placement will continue to follow the SLT programme. Failure of the retrieval placement will normally result in termination of the student's registration. Two failed practice placements are permitted to be retaken as a second attempt. Students who fail more than two practice placements will normally be required to leave the programme. If a student withdraws from a placement without university sanction it will be deemed a fail.

Deferring a practice placement

Placements cannot be deferred except in very exceptional and unavoidable circumstances, such as illness or injury. In such circumstances, the issue must be discussed with the University placement coordinator. However, please note that, in such circumstances an assessment from the University's Occupational Health Department will usually be required prior to any deferral being approved.

Outstanding Achievement on Placement

If a practice educator hosts a student who they perceive to be working at a level above and beyond what would be expected for the student's stage of development, then practice educators are invited to contact the placement co-ordinators so that the student's achievement can be recognised. The educators summing up comments within each of the placement assessment booklets are taken into account when nominations for the Hannah Witheridge Clinical Excellence Award are shortlisted. We would be grateful for your consideration of this when writing your comments and expressing where you feel a student has been exceptional in a clinical placement to ensure potential candidates for the award are identified.

Assessment Booklet Submission

At the end of the placement, the assessment booklet must be submitted to the placement administration office. This is the responsibility of the student. It is recommended that the student keeps a copy of their assessment booklet for their personal records or portfolio; they must photocopy these sections before they submit the assessment booklet.

The SLT teaching team moderate placement assessment.

Incidents on Placement

Students should follow any placement policies or procedures for incident reporting; in addition a form is provided (see appendix) for student use to report any incident to the university should the need arise.

References

Cocks N and Harding C (2012) *The dysphagia Placement Workbook* Croydon J&R Press

Drissoll J (2000) *Practicing Clinical Supervision* Edinburgh: Balliere Tindall

Health and Care Professions Council (2009) *Guidance on conduct and ethics for students* online at: <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf> (accessed on: 27 December 2012)

Health and Care Professions Council (2012) *Standards of Proficiency: Speech and Language Therapy* online at: http://www.hpc-uk.org/assets/documents/10000529Standards_of_Proficiency_SLTs.pdf (accessed on: 27 December 2012)

Royal College of Speech & Language Therapists (2006) *Communicating Quality 3* online at: http://www.rcslt.org/speech_and_language_therapy/standards/CQ3_pdf (accessed on: 27 December 2012)

Royal College of Speech & Language Therapists (2007) *Competency Framework to Guide Transition to Full Royal College of Speech & Language Therapists Membership 2007* online at http://www.rcslt.org/speech_and_language_therapy/NQP_competency_framework (accessed on: 27 December 2012)

Royal College of Speech & Language Therapists (2010) *Guidelines for pre-registration speech and language therapy courses in the UK- Incorporating curriculum guidelines* online at http://www.rcslt.org/about/work_with_educators/curriculum_guidelines (accessed on: 27 December 2012)

Royal College of Speech & Language Therapists (2003) *Position paper - The Provision of Clinical Placements: Stakeholder Roles & Responsibilities* online at http://www.rcslt.org/docs/free-pub/position_paper_clinical.pdf (accessed on: 27 December 2012)

Parliament of the United Kingdom (2010) Equality Act: Online at <http://www.legislation.gov.uk/ukpga/2010/15/contents> (accessed 5.1.2013)

Parliament of the United Kingdom (2005) *Mental Capacity Act* online at: <http://www.legislation.gov.uk/ukpga/2005/9/contents> (accessed on: 27 December 2012)

“Learning a new skill is easier said than done” The four stages of competence (1970s) by Gordon Training International based on the works of A.Maslow

Appendix 1

Pre-registration Practice Education Danger of Failure Form

This form is an official record of the under-performance of a pre-registration health student. It is completed by the university lecturer in discussion with the practice educator and the student. The use of the form signifies the failure of the student to perform at a satisfactory level, which, if improvement is not demonstrated, is likely to result in the student failing the placement. The form outlines the areas of poor performance and is used to create an action plan to assist the student in improving their performance to the required level. A copy of this form is given to the student, the practice educator and the university lecturer. The original must be given by the lecturer to the placement administration office for confidential storage in the student's placement file. Educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement.

Student		Date	
Programme of Study		Level/Type of Placement	
Practice Educator		Clinical Speciality	
Placement Locality, i.e. trust, hospital		University Lecturer	
Indicators of poor performance: (these must be aligned with the relevant placement assessment criteria)			
Indicator 1			
Indicator 2			
Indicator 3			
Indicator 4			
Indicator 5			
Student and date (cont)			
Objectives to be achieved by first review:			

(these should include what action will be taken and how success will be demonstrated)	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Objective 5	
Date of Review: (Usually 1 week after this form is completed and then weekly until student is performing at the required level or has failed the placement).	

Signature of Student _____

Signature of Practice Educator _____

Signature of University Lecturer _____

Pre-registration Practice Education Danger of Failure Review Form

This form is completed by the university lecturer in discussion with the practice educator and the student. The use of the form acts as an official record of the review of the performance of a failing student. The student, the clinical educator and the University must be provided with copies of this form. The original must be given by the lecturer to the placement administration form for confidential storage in the student's placement file. Educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement.

Student		Date	
Programme of Study		Level/Type of Placement	
Practice Educator		University Lecturer	
Current student performance in relation to the indicators of poor performance identified on the original danger of failure form dated _____:			
Progress on Indicator 1			
Progress on Indicator 2			
Progress on Indicator 3			
Progression on Indicator 4			
Progress on Indicator 5			
Student and date (cont)			

Current student performance in relation to the objectives to be achieved identified on the original danger of failure form/last review form dated _____:

Progress on Objective 1	
Progress on Objective 2	
Progress on Objective 3	
Progress on Objective 4	
Progress on Objective 5	

Summary of student's current level of performance:

Student and date (cont)

Recommended Further Action:

Is the student now passing the placement? YES NO

(If yes the student can be signed off from the danger of failure process below)

Has the student now failed the placement? YES NO
(If yes sign off this form below and complete placement assessment documentation indicating failure of the placement).

Is the student still on a danger of failure? YES NO
(If yes indicate objectives to be met by next review, set review date and sign off below)

Objectives to be achieved by next review:

Objective 1	
Objective 2	
Objective 3	
Objective 4	
Objective 5	

Date of Review: (Reviews should usually be undertaken weekly until student is performing at the required level or has failed the placement).

Signature of Student _____

Signature of Practice Educator _____

Signature of University Lecturer _____

Appendix 2



**School of Health and Human Sciences,
Speech and Language Therapy (pre-registration)
Disclosure of Disabilities or Health Needs Form**

Name:

Student No.:

Email:

Year of Entry:

I understand that personal information about me held by the Speech and Language Therapy Team that is of a confidential and personal nature will only be disclosed to relevant parties at my request and/or with my knowledge.

I consent to the following information being disclosed to following people

Information about health and learning needs:

.....
.....
.....
.....
.....

- | | | |
|---|---|--|
| <input type="checkbox"/> All | <input type="checkbox"/> Module Leaders | <input type="checkbox"/> Personal Tutor |
| <input type="checkbox"/> My lecturers | <input type="checkbox"/> Placement Team | <input type="checkbox"/> Practice Educator |
| <input type="checkbox"/> Programme Director | <input type="checkbox"/> Disability Officer | <input type="checkbox"/> DDLO |

SignedStudent SLT

Dated

Signed for SLT Team.....Role

Dated

Appendix 3



School of Health and Human Sciences, Speech and Language Therapy (pre-registration)

Record of Placement Accident / Incident Form

Placement details:

Date of Accident/Incident:

Please give names and titles of staff present (NB. Please respect client confidentiality)

.....
.....

Please give full details of accident / incident: (NB. Continue on additional sheet if necessary)

.....
.....
.....
.....

Was the accident / incident recorded on the relevant paperwork for the placement setting? (NB. Please attach a copy if possible).

.....
.....

Outcome of Investigation:

.....
.....

.....
This form should be signed by student and Practice Educator

Student: Date:

Practice Educator:..... Date:

Appendix 4

Practice Educator Placement Evaluation Form

Logged in as:

Please complete the form for the following placement

Organisation

(Placement)

The dates of the placement were

(Dates)

Evaluation of the placement

Pre-placement

I received sufficient notice that I would be supervising a student and adequate information about this placement from the University of Essex.

Yes No

Please comment on any other information that would have been useful.

My allocated student contacted me/ the placement area prior to the placement

Yes No

Induction

The student has had a timely initial induction which included health and safety information.

Yes No

The student was able to inform me of the learning outcomes they anticipated working towards during the placement.

Yes No

I was able to meet with the student at the beginning of the placement to discuss how they could achieve the learning outcomes for the placement.

Yes No

Please comment on anything else that would have been useful.

I had a clear understanding of the requirements for the student's practice assessment

Yes No

Please comment on any other information that would have been useful.

Support from the University of Essex

I know how and when to contact the University of Essex placement lead if I need support

Yes No

Please comment on anything else that would have been useful.

I feel adequately prepared to undertake the role of practice assessor

Yes No

Please comment on anything else that would have been useful.

Please state when and where you last undertook practice educator training.

I find the University of Essex Practice Education Management System (PEMS) a useful means of accessing information

Yes No

Please comment on anything else that would have been useful.

I feel I received the support I needed from university staff during the placement

Yes No None needed

I feel the student received the support they needed from university staff during the placement

Yes No None needed

The placement visit by the university lecturer was constructive

Yes No Visit not undertaken

Please comment on any other support that would have been useful.

Preparation for this placement

The student was adequately prepared to commence the placement.

Yes No

Please comment on anything else that would have been useful.

The student had adequate theoretical knowledge relevant to this placement.

Yes No

Please comment on anything else that would have been useful.

The student had adequate practical skills for this placement.

Yes No

Please comment on anything else that would have been useful.

There were aspects of this placement experience I felt the student was unprepared for.

Yes No

Please comment on any experiences and specific details of what part of the placement you felt the student was unprepared for.

Final assessment

The halfway and final assessment discussions were constructive in helping me to reflect on my role as an educator and plan improvements in my future performance

Yes No

Please comment on anything else that would have been useful.

Overall, I found supporting this student a positive experience

Yes No

Comments Please make any comments on what went well or any issues encountered here

Interim Progress

MSc SLT Placement Qualitative Assessment Tool

Exceeding

- excelling
- consistent
- proactive
- effective
- anticipate
- responds appropriately
- shows initiative

Meeting

- good
- appropriate
- good awareness
- occasional
- proactive
- requires support
- usually

Working Towards

- ok
- some awareness
- usually
- may need prompt
- tentative
- requires guidance

Risk of Failure

- awkward
- overconfident
- lacks awareness
- needs support
- limited ability to overcome
- inaccurate
- fails to recognise

Contact sltplace@essex.ac.uk 01206 874557



University of Essex

Final

MSc SLT Placement Qualitative Assessment Tool

Exceeding

- excelling
- consistent
- proactive
- effective
- anticipate
- reactive
- shows initiative

Meeting

- good
- appropriate
- can be proactive
- occasionally requires help and guidance
- usually
- responds to advice

Fail

- despite feedback
- lacks awareness
- always needs support
- limited ability to overcome
- inaccurate
- fails to recognise

Contact sltplace@essex.ac.uk 01206 874557



University of Essex

Appendix 6 a Placement 1 Portfolio Marking grid

<u>FHEQ qualification descriptor</u> <u>LEVEL 4</u> Honours degrees are awarded to students who have demonstrated;		<u>Relevant skills</u> Typically, holders of the qualification will be able to	<u>Related tasks:Portfolio</u> To achieve a pass in this assignment students must;
1	knowledge of the underlying concepts and principles associated with their area(s) of study	demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility, and undertake further training and develop new skills within a structured and managed environment.	<ul style="list-style-type: none"> ▪ <i>Select appropriate learning experiences to explore and identify their key features</i> ▪ <i>Demonstrate use of the workbook as a working document.</i> ▪ <i>Actively engages with the experiences and activities undertaken in each location and with each client group</i> ▪ <i>Develop a personal goal setting plan</i>
2	an ability to evaluate and interpret these underlying concepts and principles within the context of that area of study	evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work	<ul style="list-style-type: none"> ▪ <i>Reflect on a critical incident to evaluate own performance, identifying strengths and areas to improve.</i> ▪ <i>Supports and facilitates integration of theory to practical work</i> ▪ <i>Shows personal and professional development through reflective learning</i>
3	an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.	communicate the results of their study/work accurately and reliably, and with structured and coherent arguments	<ul style="list-style-type: none"> ▪ <i>Be able to report and analyse observational data</i> ▪ <i>Recognises, selects and evaluates skills and strategies appropriate to each location and each client group</i> ▪ <i>Construct a portfolio submission that is fluent and effective in communication</i>

FAIL	PASS (Third/ 2:2)	MERIT (2:1)	DISTINCTION (First)
<p>The grades available for failed work are;</p> <p>F Equivalent to awarding a mark of 15%-</p> <p>E Equivalent to awarding a mark of 25%-</p> <p>D Equivalent to awarding a mark of 35%-</p>	<p>The grades available for work in the 'Pass' Category are;</p> <p>PASS Equivalent to awarding a mark of 40% (Third)</p> <p>C- Equivalent to awarding a mark of 45% (Third)</p> <p>C Equivalent to awarding a mark of 50%(2:2)</p> <p>C+ Equivalent to awarding a mark of 55% (2:2)</p>	<p>The grades available for work in the 'Merit' Category are;</p> <p>B- Equivalent to awarding a mark of 63%</p> <p>B Equivalent to awarding a mark of 65%</p> <p>B+ Equivalent to awarding a mark of 68%</p>	<p>The grades available for work in the 'Distinction' Category are;</p> <p>A- Equivalent to awarding a mark of 75%</p> <p>A Equivalent to awarding a mark of 85%</p> <p>A+ Equivalent to awarding a mark of 95%</p>
<p>Work with a Fail grade will show;</p> <p>Insufficient evidence of demonstration of the qualification descriptor required.</p> <p>The majority of tasks have not been achieved or the skills demonstrated fall below the minimum standard required.</p> <p>Significant areas of this work need to be developed prior to resubmission</p>	<p>Work with a Pass grade will show;</p> <p>Sufficient evidence of demonstration of the qualification descriptor required.</p> <p>The majority of tasks have been achieved and the skills demonstrated meet the minimum standard required.</p> <p>Several areas could be developed further in future work.</p>	<p>Work with a Merit grade will show;</p> <p>Clear evidence of demonstration of the qualification descriptor required.</p> <p>All tasks have been achieved and the skills demonstrated more than meet the minimum standard required.</p> <p>Some areas could be developed further in future work.</p>	<p>Work with a Distinction grade will show;</p> <p>Exemplary evidence of demonstration of the qualification descriptor required.</p> <p>All tasks have been achieved and the skills demonstrated meet the standard required to a high level.</p> <p>Occasionally there are areas that could be developed further in future work.</p>

Appendix 6b Placement 2 – Critical Reflection Marking grid

<u>FHEQ qualification descriptor</u> <u>LEVEL 5</u> Honours degrees are awarded to students who have demonstrated;		<u>Relevant skills</u> Typically, holders of the qualification will be able to	<u>Related tasks: Critical reflections</u> To achieve a pass in this assignment students must;
1	knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively	<ul style="list-style-type: none"> ▪ <i>Construct critical reflections that are fluent and effective in communication</i> ▪ <i>Manage self-directed learning effectively</i> ▪ <i>Select appropriate learning experiences to explore, identifying key features</i> ▪ Supports and facilitates integration of theory to practical work. ▪ <i>Use appropriate referencing system</i>
2	ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	<ul style="list-style-type: none"> ▪ <i>Evaluate your own performance highlighting strengths and areas to improve</i> ▪ Recognises, selects and evaluates skills and strategies appropriate to each location and each client group. ▪ <i>Re-evaluate learning experiences post event, identifying change in knowledge, skills, values</i> ▪ <i>Suggest strategies to direct and enhance future practice</i> ▪ Shows personal and professional development through reflective learning.
3	knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically	use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising	<ul style="list-style-type: none"> ▪ <i>Utilise existing data or sources of evidence to critically reflect upon significant learning experiences and draw appropriate conclusions.</i>

	the appropriateness of different approaches to solving problems in the field of study	from that analysis	<ul style="list-style-type: none"> ▪ Provides evidence that student reflections facilitated active decision making, relationship building and client relationships
4	an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.	undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	<ul style="list-style-type: none"> ▪ <i>Identify areas of strength and weakness in own work.</i> ▪ Actively engages with the experiences and activities undertaken in each location and with each client group

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<p>The grades available for failed work are;</p> <p>F Equivalent to awarding a mark of 15%-</p> <p>E Equivalent to awarding a mark of 25%-</p> <p>D Equivalent to awarding a mark of 35%-</p>	<p>The grades available for work in the 'Pass' Category are;</p> <p>PASS Equivalent to awarding a mark of 40% (Third)</p> <p>C- Equivalent to awarding a mark of 45% (Third)</p> <p>C Equivalent to awarding a mark of 50%(2:2)</p> <p>C+ Equivalent to awarding a mark of 55% (2:2)</p>	<p>The grades available for work in the 'Merit' Category are;</p> <p>B- Equivalent to awarding a mark of 63%</p> <p>B Equivalent to awarding a mark of 65%</p> <p>B+ Equivalent to awarding a mark of 68%</p>	<p>The grades available for work in the 'Distinction' Category are;</p> <p>A- Equivalent to awarding a mark of 75%</p> <p>A Equivalent to awarding a mark of 85%</p> <p>A+ Equivalent to awarding a mark of 95%</p>
<p>Work with a Fail grade will show;</p> <p>Insufficient evidence of demonstration of the qualification descriptor required.</p> <p>The majority of tasks have not been achieved or the skills demonstrated fall below the minimum standard required.</p> <p>Significant areas of this work need to be developed prior to resubmission</p>	<p>Work with a Pass grade will show;</p> <p>Sufficient evidence of demonstration of the qualification descriptor required.</p> <p>The majority of tasks have been achieved and the skills demonstrated meet the minimum standard required.</p> <p>Several areas could be developed further in future work.</p>	<p>Work with a Merit grade will show;</p> <p>Clear evidence of demonstration of the qualification descriptor required.</p> <p>All tasks have been achieved and the skills demonstrated more than meet the minimum standard required.</p> <p>Some areas could be developed further in future work.</p>	<p>Work with a Distinction grade will show;</p> <p>Exemplary evidence of demonstration of the qualification descriptor required.</p> <p>All tasks have been achieved and the skills demonstrated meet the standard required to a high level.</p> <p>Occasionally there are areas that could be developed further in future work.</p>

Appendix 6c Placement 3 critical reflection marking grid

FHEQ qualification descriptor LEVEL 6 Honours degrees are awarded to students who have demonstrated;		Relevant skills Typically, holders of the qualification will be able to	Related tasks: Critical Reflections To achieve a pass in this assignment students must;
1	a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects	<ul style="list-style-type: none"> ▪ <i>Utilise relevant terminology to coherently describe Speech Language and Communication Difficulties (SLCN) and / or Dysphagia.</i> ▪ <i>Employ safe and effective techniques in identifying and enhancing SLCN and dysphagia.</i> ▪ <i>Highlight key areas of importance in relation to management of SLCN & dysphagia</i> ▪ <i>Critically evaluate your own performance in action and post event, highlighting strengths and areas to improve</i> ▪ <i>Re-evaluate learning experiences, identifying change in knowledge, skills, values</i> ▪ <i>Supports and facilitates a high level of integration of theory to practical work</i>
2	an ability to deploy accurately established techniques of analysis and enquiry within a discipline	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem	<ul style="list-style-type: none"> ▪ <i>Ask relevant questions, follow relevant lines of enquiry</i> ▪ <i>Evaluate the evidence base for employing a particular technique or intervention</i> ▪ <i>Utilise existing data or sources of evidence to synthesise and develop appropriate judgements or solutions.</i> ▪ <i>Work as part of multiprofessional teams with and on behalf of clients and families</i> ▪ <i>Recognises, selects and evaluates skills and strategies appropriate to each location and each client group understanding own safe scope of practice</i>
3	conceptual understanding	Devise and sustain arguments, and/or	<ul style="list-style-type: none"> ▪ <i>Utilise literature and sources of evidence effectively to explore a topic and draw</i>

		to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline	<i>appropriate conclusions.</i>
4	an appreciation of the uncertainty, ambiguity and limits of knowledge	Demonstrate decision-making in complex and unpredictable contexts	<ul style="list-style-type: none"> ▪ <i>Make appropriate recommendations for SLCN & dysphagia strategies to enhance communication, eating and drinking that reflect the complexity and individualistic nature of identified difficulty</i> ▪ <i>Provides evidence that reflections facilitated active professional decision making</i> ▪ <i>Suggest strategies to direct and support transition to NQP status</i>
5	the ability to manage their own learning, and to make use of scholarly reviews and primary sources	Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences Exercise initiative and personal responsibility Demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature	<ul style="list-style-type: none"> ▪ <i>Use appropriate referencing system</i> ▪ <i>Construct critical reflections that are fluent and effective in communication</i> ▪ <i>Manage self-directed learning effectively (e.g. meeting deadlines, group participation)</i> ▪ <i>Seek help and guidance as needed in a timely and appropriate manner</i> ▪ <i>Identify areas of strength and weakness in own work.</i>

FAIL	PASS (Third/ 2:2)	MERIT (2:1)	DISTINCTION (First)
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