



School of Sport, Health and Wellbeing

BSc (Hons) Speech and Language Therapy

2019-20

**Year Four Clinical Placement
Handbook**

Placement period: September – November 2019
(11 weeks x 3 days)

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Clinical Placement Progression

Year 1

Formative experience:

- Nursery placement.
- Connect
- Working with older adults visiting scheme
- Additional experience provided through clinical tutorials.

Summative placement:

CP1 (2 week clinical block placement)



- Students carry out an observation task in a local nursery setting (links with Child Development module)
- Students carry out a reflective piece of work during aged care home visits
- CP1: Students' first placement in a speech and language therapy setting.

Year 2

Summative placement:

CP2 (12 week, 1 day/week). Concurrent weekly clinical tutorials provide on-going guidance, support and opportunity to discuss experiences while on placement, as well as allowing students to access University resources. Tutorials will help students consolidate knowledge, and link theory with practice.



Assessment and management of communication disorders: students gain experience of the appraisal process, and in carrying out therapy tasks under supervision. Links with adult and developmental communication disorder modules. (See handbooks)

Year 3

Summative placement:

CP3 acquired (one day a week over 10 weeks)

Opportunities to manage adult cases; identify aims, plan and implement assessment and intervention techniques based upon clear rationale and evidence base.

CP3 developmental (one day a week over 10 weeks) as above.



Student takes on responsibility for all aspects of case management for all clients. Links with adult and developmental communication disorder modules, including dysphasia

Year 4

Block placement

- 3 days x 11 weeks over Semester A

The process of clinical education

The SLT programme is 3.5 years long. Throughout the 7 semesters of the course, placement based learning plays a central role in the preparation of students for professional practice. Experiential learning opportunities will be included in university-based parts of the course and become central during placements. This ensures an integrated approach to theory, practice and professional development. Varied opportunities, for students to practice and develop practitioner skills, are central throughout the duration of the BSc SLT degree course at the University of St Mark and St John (Marjon).

Clinical placements and their associated objectives and competencies are developed in an upwardly spiralling fashion, gradually requiring the student to learn about and develop competence in more complex aspects of the clinical process. In order to do this, the student needs to be provided with opportunities to draw on the range of subjects studied in a number of different modules, and to synthesise this knowledge, using it to respond to clinical problems.

By the end of the course students will be expected to deal with all aspects of the clinical process and to manage complex cases, enabling them to be recognised as competent to enter practice. The Royal College of Speech and Language Therapists and HCPC identify criteria for qualification. These provide the basis for the objectives for each stage of the student's placement based learning.

The professional and clinical elements are spread throughout the three and a half years of the course and are linked with the content of the university-based professional knowledge and skills (PKS) modules. Integration of theory and practice is enhanced through the clinical placements strand.

The clinical elements enable a gradual building of competence, through the three strands of knowledge, skills and attitudes.

Clinical placements aim to:

- 1) provide a cognitive framework for future learning
- 2) give support to, and extend, university-based learning
- 3) develop interpersonal skills within the work context
- 4) enable the application of knowledge and the development of skills relevant to clinical practice
- 5) explore issues as they relate to professional practice
- 6) foster the development of an evidence based, evaluative and reflective approach to professional skills and continuing professional development

Organisation of the placement

The placement will be arranged between Marjon and appropriate Service Providers through the Placement Co-ordinators. Once acceptance of a placement has been agreed students will contact the placement educator (PE) and placement co-ordinator to thank them and provide any relevant personal, professional and experiential information.

Quality of practice based learning

RCSLT has identified that all partners involved in the process of practice-based learning, including students, individual PEs, the placement provider and university will meet the needs of the profession through *National Standards for Practice-based Learning (SPLs)* (Page 173, Communicating Quality 3, 2006). A self-audit tool to support this process is available through the RCSLT website (www.rcslt.org).

Placement Educators

Typically we ask that all placement educators have two years post-graduate clinical experience before they supervise a student on placement. However, after one year's experience a clinician may be involved in a year one placement, although a more experienced colleague would take primary responsibility as the named placement educator. We also ask that all clinicians attend the 'Placement Educators' Training' day before they supervise their first student. These training days run regularly at University of St Mark and St John and across the Southwest region.

Information on Students

Students are asked to write to their placement educators before the start of their placement to introduce themselves and give the PE all necessary information. We encourage students to include any information that the PE might need to support the student's learning. This might include information about specific learning difficulties (such as dyslexia), mobility constraints or academic progress. Some students choose to wait until they meet their PE on the first day of placement to discuss any personal learning needs.

Marjon tutors are not able to provide the placement educators with any information about the student's health, personal situation or academic record prior to the start of a placement. We are not allowed to give this information as it might prejudice the placement outcome or influence the placement educator's perception of the student. We recognise that placement educators, in seeking to provide the most optimum learning environment, would welcome prior information and this is why we urge students themselves to provide it. In the case of a retrieval placement (where a student has failed a placement and so is repeating), we do meet with, or talk to, the lead placement educator before the placement and discuss the outcome of the failed placement and the specific areas of learning that need targeting. This is done with the student's knowledge.

Sickness Reporting

If a student is not able to attend placement because of sickness they must inform the relevant placement educator and Alison Colville (Placement Administrator) immediately. Where possible students should negotiate with their placement educator to arrange additional placement days to compensate for any absence.

BSc Speech and Language Therapy Year 1, 2, 3 and 4 curriculum

The BSc SLT programme at Marjon was revised in 2009 and re-accredited by the HCPC and RCSLT. There has been a significant move to increase the dysphagia content as requested by NHS managers.

In year 4, which is a part year of one semester only, the students are based at their placement location rather than the university.

Students will complete 3 modules:

LCSH08 Professional Knowledge and Skills 4 *Clinical Placement*

LCSH09 Advanced Evidence Based Practice (*Project*)

LCSH10 Leadership in Context (*Distance Learning*)

For detailed content of the specific academic modules included in the BSc SLT programme, please visit the Marjon website. Module and year handbooks are available to placement educators here:

<https://www.marjon.ac.uk/partners/placements/speech--language-therapy-placements/>

Teaching and learning on clinical placements

A range of teaching and learning methods can be employed which are effective in experiential placement based learning. There is an emphasis on guided observation, hands on experience and reflection. Regular feedback and goal setting are seen as essential components in the student's learning experience on placement.

Students will need time to plan clinical sessions, prepare material, write case notes and reports. Regular opportunities should be provided for the student to discuss case management and receive feedback on progress in an appropriate way.

All feedback must be detailed and constructive, supporting the on-going development of the student, placement and associated working relationships. Any concerns must be directed to the Professional Tutors or to the Programme Lead (Julia Stewart) to enable appropriate follow up.

Professional Learning Log (PLL)

During all clinical placements students are required to complete a Professional Learning Log, based upon the developmental 'Learning Quadrant' (see Appendix C). The Professional Learning Log (PLL) is an *experiential learning file*, demonstrating the student's personal, professional, theoretical and clinical development and the integration of these skills. A diary section should objectively record the content of the placement, and will be used for recording the amount and nature of the clinical experience for the student. **The student's PLL should be available for the Placement Educator (PE) to view on request and is part of the placement assessment.**

Client Confidentiality Policy

This guidance applies to **all** written material: that is, coursework, professional learning log, blogs, emails, work files, material removed from clinic, preparatory material, assessment forms and data

Written material where the client can be easily identified through inclusion of name and/or address will not be marked and will result in a fail and a meeting with the appropriate module leader

Written consent, using the appropriate forms, must be obtained *before* any client data is removed from a clinical setting for the purposes of coursework (that is using the case file consent form).

You must not remove clinical records or audio data from the placement setting; please make your own notes from the client's notes.

The following are examples of information that, if included, breach confidentiality and the penalty that will be incurred:

| | |
|--|---|
| Full name of client, or their relations | Fail (mark of 1 awarded)+ tutor meeting |
| Client's NHS number | Fail (mark of 1 awarded)+ + tutor meeting |
| Address of client | Fail(mark of 1 awarded)+ + tutor meeting |
| Client's first name or surname alone | -10% of your mark |
| Location name (ie clinic name, school, hospital, Trust/employer) | -10% of your mark |
| Client's date of birth | -10% of your mark |
| Clinician's name | -10% of your mark |
| Photos which display any of the above | Fail (mark of 1 awarded)+ + tutor meeting |

Example 1

Client details:

Susan Jones, dob 11.2.05

10 Long Street, Fenn Green

Seen at Tall Tops Clinic with mother Ms Jones by Joe Bloggs SLT and student

None of this information should be included in written work instead write:

“For confidentiality purposes the client’s name has been changed.

Sally, CA 5;7 yrs was seen, with her mother, at a community clinic for an initial assessment by the community SLT.”

Example 2.

On 17/11/2010, Jim Smith was seen for initial assessment as an inpatient at Sheffield Hospital, by Sadie Jones (SLT) **NOT ALLOWED**

On 17/11/2010, Mr S was seen for initial assessment as an inpatient at a day care department in an NHS general hospital, by the SLT **ALLOWED**

Check that attempts to conceal confidential information are effective. If you black information out you must then photocopy the sheet to ensure the information cannot be seen through the concealer.

Lone Visiting Policy

Whilst on clinical placement Health & Safety responsibility lies with the student, their placement educator and the service provider. Risk assessments should be conducted according to local guidelines. Students can request a risk assessment for any aspect of their clinical placement through discussion with their placement educator.

Where a health & safety risk is identified in relation to a client, the student should never visit alone.

Year 3 & 4 students

Lone visiting is permissible during both placements providing:

- The appropriate risk assessments have been carried out by the supervising clinician
- The student has had a first visit to the client with a supervisor
- The student has contact details of the PE or other supervisor and someone on site
- The student and clinician have jointly consented to this arrangement

Placement Details

The BSc (Hons) Speech and Language Therapy is a regional programme. Clinical placements are provided by the whole South West region, from Penzance to Swindon; Gloucester to Bournemouth. Students can expect to have a clinical placement anywhere in this region. In allocating placements, a number of factors are considered and we work closely with students to ensure the placement is appropriate to their needs.

A student with an acute or long term illness would typically be required to demonstrate their fitness for placement and may be referred to occupational health. We also remind students to use the university extenuating circumstances process if they should become ill during their placement (See Student Handbook section 12.2 Absence through illness).

Once a clinical placement has been allocated to a student, the student is expected to attend on all the agreed dates. A placement day is typically 9am - 5pm and a student is expected to make the necessary travel arrangements to accommodate these hours. Any decision to stop attending placement before the scheduled finish date, without valid extenuating circumstances, will be deemed a failed placement.

If a placement becomes unviable due to placement educator absence or unsuitability, then an alternative placement opportunity will be found as quickly as possible.

All placements are assessed by PEs who complete the appropriate assessment form. A hardcopy of the form is delivered by the student at the start of the placement. Students will typically complete an e-version of their own to record evidence of clinical activity. All forms are available on the placement platform on the Marjon website.

- Students will typically be required to complete a placement of 3 days a week for 11 weeks = 33 days. The year 4 block placement can take place on any 3 days of the week – to suit the placement educator as students so not have to attend lectures at university.
- This final year block placement offers an exciting opportunity to involve students in special projects, audit, waiting list initiatives, training programmes or other innovative projects that clinicians may wish to organise.
- Placement and personal learning objectives are an important way to regularly monitor the student's progress. They also provide an excellent focus for regular feedback. Students must ensure feedback is recorded and contributes to their Professional Learning Log appropriately, in order to support the reflection process.
- The student assessment form should be used as a basis for explicitly guiding the student's learning experiences, enhancing reflection and supporting identification of future areas for development.

- At the start of the placement PEs should identify a time during week five or six of the placement to complete the halfway assessment with the student. If concerns arise (at any stage), the student must discuss these with the placement educator, and through discussion devise an action plan. The student is expected to contact the relevant professional tutor immediately to explain the nature of these concerns. If appropriate, a support visit will be organised.
- A university tutor will typically visit the placement and this date will be organised by the placements administrator. It is the student's responsibility to liaise with the tutor with regard to location of clinic and any other information, for example, client background information. It is the student's responsibility to complete a summary of the support visit discussion.
- The PE will complete a final assessment report and give feedback in relation to their setting, and the final competency ratings.
- Placement results are provisional until confirmed by University assessment boards.

Feedback on Placement Experience

Following the end of the placement, students and PEs will be given the opportunity to feedback on placement learning opportunities and experiences. This is an essential part of the clinical education process, organised and monitored by the Clinical Placement Team at Marjon. Relevant information will be responded to by the Clinical Placement Team at Marjon to ensure on going quality and consistency. Students are not expected to provide feedback directly to PEs unless explicitly requested to do so.

Clinical placement assessment

Award Requirements for the professional qualification:

The placement report is evaluated on the basis of a satisfactory/unsatisfactory level of professional competence. The student's level of experience and knowledge should be considered in relation to their stage of development.

The outcome of the placement is satisfactory/unsatisfactory and forms part of the module assessment.

Written coursework relating to the placement will be evaluated according to the usual Marjon criteria.

If, at any stage during the placement, there is concern that the student may fail, the placement the Placement Educator should contact the Professional Tutor to ensure appropriate support is provided.

The placement educator's assessment report

The clinical report form is designed to be completed twice; as a formative report halfway through the placement (week 5 or 6), and at the end of the placement as a satisfactory/unsatisfactory final report. Sufficient time should be allowed for the student to improve in any identified areas.

Typically all sections of the clinical report must be passed at a satisfactory level **by the end** of the placement

Failure to demonstrate ability in any one of the competencies will normally result in the need to demonstrate competence through a retrieval placement.

Students are required to complete a summary form of the ratings at the half-way stage, and return this form to Marjon (see appendix B). **It is the student's responsibility to return this form promptly (within the week).**

Failing to achieve the competencies:

1. At the HALF-WAY assessment stage

If there are any concerns about the student's performance at this stage, it is the student's responsibility to contact the professional tutor to arrange tutorial support and to discuss and agree specific learning goals with the placement educator.

A support visit can be organised at any stage if requested by either the PE or student

2. At the FINAL assessment stage:

- It is expected that students will normally be given one further opportunity to achieve a satisfactory placement outcome with the same CP4 competencies
- Completion of a retrieval placement will occur as soon as a suitable placement offer has been secured
- The student will typically be required to complete a minimum of 24 days on a retrieval placement.
- The personal learning objectives for the retrieval clinical placement will reflect closely the concerns expressed in the reports
- The placement will normally be close to the University to facilitate monitoring
- Notification of assessment outcome will be received following an exam board.

Placement requirements

The year four placement requires:

1. Completion of Trust Induction pack & form.
2. A support visit from a Marjon tutor or other.
3. Half way student clinical report assessment form to be returned to Alison Colville by the student
4. A final student clinical report
5. Regular constructive feedback to the student explicitly linking in placement objectives and personal learning goals.
6. Completion of work to achieve the dysphagia competencies where necessary

Marjon requirements are to:

1. Ensure that PEs involved in the provision of the concurrent placement and its components have sufficient information about placement objectives and competencies prior to the start of the placement
2. Confirm start and end dates are agreed and assessment requirements clarified via the Trust/provider placement co-ordinator
3. Ensure relevant summative assessment paperwork is provided via the placement co-ordinator and the Marjon placement platform – <https://www.marjon.ac.uk/partners/placements/speech--language-therapy-placements/>
4. Where possible agree a support visit date with PE.

Student requirements are to:

Prior to placement

1. Contact the clinical placement co-ordinator and the placement educators by email introducing self, learning goals and personal profile (if needed).
2. Agree start time and identify locations of clinic.
3. Ensure professional learning log is current
4. Locate your ID badge, appropriate professional attire and materials for placement activity

1st day/week

- Read any induction material given
- Exchange mobile phone numbers with PE in case of emergency
- Complete university induction lists and return to placements administrator immediately
- Establish general management of clinic (case files, resources, procedures, duties etc)
- Establish responsibilities for a) clients, b) carers, c) other professionals
- Show PLL to PE and discuss personal learning objectives
- Ensure you take responsibility for reviewing your developing

competencies.

- Ensure PE has access to a placement handbook (e-version or hard copy)
- Discuss supervisory process e.g. regular discussion times, feedback, PE availability
- Establish ground rules for work to be completed for PE
- Discuss academic assessment requirement

Ongoing throughout placement

- Take responsibility for your own learning – actively engage in **your** clinical education
- Collect evidence to support rating of clinical and professional competencies
- Prepare session plans in advance for **all** sessions and give to PE as requested
- Complete all work requested by PE on time
- Review learning objectives
- Be professional and appropriately assertive
- Take an active interest and ask appropriate questions
- Engage in professional discussions regarding best practice and share knowledge about EBP.
- Discuss any concerns with PE
- Contact university Professional Tutor if any concerns/issues arise

Midway through placement

- Complete mid-placement assessment using appropriate form with PE
- Return halfway monitoring form to placements administrator immediately (appendix B)
- Review learning objectives and competencies in light of assessment

End of placement

- Meet with PE to discuss final assessment
- Complete placement feedback forms and return these to placements administrator within one week
- Write letter of thanks to PE

Other

- Be organised.
- Be professional and engage.
- Be positive and helpful.

Placement Educator requirements are to:

1. Be aware of the student's specific learning requirements and general objectives prior to the start of the placement.
2. Pass on any relevant feedback in a timely way to the student and Professional Tutor
3. Provide consistent learning opportunities for the student wherever possible – that is an opportunity to work with one client for several sessions
4. Facilitate support visit
5. Notify the Professional Tutor of any concerns as soon as possible
6. Complete a halfway assessment and final satisfactory/unsatisfactory assessment (Appendix A), at the end of the placement.

If at any stage you have any concerns about the student's progress please notify the Professional Tutor, Julia Stewart, immediately to enable us to work collaboratively to ensure appropriate support.

Support visits

We aim to visit you all during your final block placement.

In the past this visit has included:

- watching you work with a client
- discussing that client
- a tutorial type discussion to cover placement progress and questions (with PE)
- Discussion re progress towards module coursework assessment (as you are away from Marjon)
- Discussion re clinical exam video
- AOB the student wishes to raise

This year we need to change the format slightly while retaining the key elements that provide relevant support for your learning.

To this end we will remove the client observation part of the visit so that this year the support visit comprises a tutorial type session to discuss:

- placement expectations
- student progress
- any queries
- the year's coursework and clinical exam
- AOB

NB If you, or your PE, specifically requests that we observe you working with a client we will, of course, be happy to do this.

Vicki Walters will be planning a coherent visiting timetable for tutors based on where you are all based eg I may have 4 days in the Bristol area visiting everyone who is based there rather than several of us travelling up and down over a few weeks.
The aim is to get visits done in the earlier stages of the placement to check all is well – they are NOT assessment visits so it doesn't matter what stage you are at in your clinical skills development.

Because we do not need to see you with a client, Vicki will give you a visit date/time in the first instance and we can then amend it if necessary.

We envisage that visits will last about an hour and we are happy to come and see you wherever you are – no need to make special arrangements. And if there's somewhere to take you for coffee that would be great!

Please do get in touch if you have any questions

Student Induction Checklist:

The following checklist must be used to ensure that the student is properly introduced to the placement, and prepared for the weeks ahead. Please ensure that a checklist is completed for each setting and a signed copy returned to the Marjon, SLT Placement Administrator ASAP.

| | |
|--|--------------------------|
| Name of Trust/provider: | Placement type: |
| Placement Location: | |
| Signed (PE): | Signed (student): |
| Placement Educator: | Student name: |
| Induction Checklist | Date Completed |
| Introductions and orientation to the building and location, tea and coffee making facilities, WC, etc. for all practice areas | |
| Discuss health and safety issues and record on appropriate Trust/Service Provider documentation | |
| Discuss equal opportunities and anti-discriminatory approaches relevant to placement in accordance with Service Provider policy | |
| Conduct Risk Assessment | |
| Discuss contingency arrangements in the event of Placement Educator/student sickness | |
| If relevant, student to disclose any learning needs in order for there to be adequate support put in place | |
| Discuss arrival and departure times and arrangements for lunchtime. Discuss dress code, ID badge, professionalism. | |
| Describe the protocol for answering the telephone and the student's role in this | |
| Discuss the student's specific placement learning goals (PDP). How can they be supported, and what evidence will prove that they have achieved the goals. Relate these to the competencies specified in the Student Clinical Report | |

| | |
|---|--|
| Review the student's reflective pieces in their Professional Learning Log (on final day too if possible) | |
| Agree dates/times for review the student's progress towards the specific placement learning objectives (midway + final) | |
| Introduce the student to specific characteristics of client groups involved, and suggest specific reading materials if appropriate | |
| Negotiate dates for annual leave, meetings, or any deviation from the timetable | |
| Discuss preferred methods for giving and receiving feedback - written pro-forma/verbal only. | |
| Please note: all curriculum handbooks are on the Marjon Placement Platform | |

Please add any other items you typically discuss during the induction session.

| | |
|--|--|
| | |
| | |
| | |
| | |



BSc (Hons) Speech and Language Therapy

Student Clinical Report

Year 4 Placement 2018-19

Student:.....

Placement Provider.....

Location:.....

Lead Placement Educator:

Other Placement Educators involved:.....

.....

Client group:

Number of sessions available.....Total number of sessions attended.....

Please return the final assessment report to the Professional Tutor, Julia Stewart, immediately following the end of the placement.

Notes for placement educators

This report informs the process of clinical education, and forms the major part of the clinical assessment procedure for fourth year students. Placement educators are asked to complete the form as fully as possible and to add comments which provide relevant evidence in relation to competencies. The report makes explicit the clinical competencies that students must achieve at this final stage of the programme.

Clinical Competencies

There are **9** clinical competencies:

- The student must pass all of these competencies by the end of the placement.

For each competency please read the descriptor carefully and then record the student's level of performance by ticking **in** the appropriate box.

The lower statement describes an unsatisfactory level of performance, and the remaining statements describe a satisfactory or able student. For each competency there is also a tick box to indicate that the student is performing at an exceptional level.

The student must achieve at least a satisfactory level in all competencies, in order to pass the placement

Professional Skills:

The section on professional skills requires the placement educator to consider a range of professional skills, indicating whether the student has met these. The student must achieve a satisfactory rating in all areas in order to progress. Placement educators should also refer to the "**FITNESS FOR PROFESSIONAL PRACTICE**" document included in the placement handbook.

Please notify the Professional Tutor of any concerns that arise as soon as possible, having spoken to the student first.

Assessment

There are two assessment points:

The Half-way assessment:

This takes place in week 6.

Firstly, *the student is asked to reflect on their own development* and to mark a circle in the first column. Placement educators are asked to discuss and moderate the student's perception of their attainment, and to mark their own selection with a cross, also in the first column.

For example:

| Halfway | Final |
|------------|-------|
| | |
| O X | |
| | |

The student should then transfer this information to the halfway monitoring form and return this to the placement administrator at the University of St Mark and St John (Marjon) immediately.

NB: If there are any concerns about the student's performance at this halfway stage, it is the student's responsibility to contact the professional tutor to arrange tutorial support and to discuss and agree specific learning goals with the placement educator.

Final assessment:

At the end of the placement please complete one form. The clinician should discuss the outcome of the placement with the student and give specific feedback to the student in relation to each clinical competency.

All results are provisional until confirmed by the University of St Mark and St John Exam Board.

Support visits

A support visit can be organised at any stage of the placement if requested by either the PE or student. This is in addition to any support visit already offered (see placement handbook).

Clinical Responsibility

Competency 1: Reflective Learning and Personal Organisation

The student consistently takes responsibility for their own learning needs.

- Engages positively in the learning experience and is responsive to suggestions from others
- Evaluates own performance, providing a balanced assessment of strengths and learning needs in discussion with the placement educator
- Is able to set future learning goals for self in discussion with the placement educator
- Shows initiative
- Recognises limitations of own knowledge and knows when to ask for help
- Demonstrates responsibility for own learning
- Demonstrates flexibility in response to placement demands
- Demonstrates understanding of professional boundaries

HCPC Standards of Proficiency 1a6, 1a7, 1a8, 2c2

| | Halfway | Final |
|---|----------------|--------------|
| The student shows confidence and consistency in demonstrating this competency | | |
| The student has achieved this competency | | |
| The student is not yet able to demonstrate this competency | | |
| EVIDENCE and comments on the student's performance: | | |
| | | |
| Halfway point: Please note if no opportunities have been available for this competency and then highlight this competency as a specific target for the remainder of the placement | | |
| Please tick if you feel the student is performing at an exceptional level for a student at this stage of the programme | | |

Competency 2: Student organises their own materials and activities

The student must be able to complete the following tasks:

- Prepares for all sessions eg preparing materials; reading; practising delivery of formal assessments
- Devises, uses and evaluates appropriate session plans
- Completes Professional Learning Log regularly and makes it available to the PE as requested

Contributes to caseload management and works within service delivery constraints

HCPC Standards of Proficiency 1a7, 2c1, 2c2

| | Halfway | Final |
|---|----------------|--------------|
| The student shows confidence and consistency in demonstrating this competency | | |
| The student has achieved this competency | | |
| The student is not yet able to demonstrate this competency | | |
| EVIDENCE and comments on the student's performance: | | |
| | | |
| Halfway point: Please note if no opportunities have been available for this competency and then highlight this competency as a specific target for the remainder of the placement | | |
| Please tick if you feel the student is performing at an exceptional level for a student at this stage of the programme | | |

Clinical Communication

Competency 3: Interacting competently with clients, carers and professionals

The student demonstrates the ability to work in partnership with clients and others involved in the management of their communication needs

They are able to engage clients, carers and others through purposeful conversations and to build working relationships through, for example: positive nonverbal behaviour; clear introductions and agenda-setting; relationship-building skills

They are able to receive information through clinical communication skills such as: use of appropriate questions, active listening and empathy, reinforcement, summary

They are able to elicit clients' and carers' perspectives, concerns and goals

They are able to involve clients and carers actively in assessment and therapy tasks

They are able to communicate information such as assessment & management advice, to clients, carers & others through appropriate explanation and by modifying language for age and level of ability

They are able to demonstrate advanced communication skills in training others to carry out management tasks, including influencing & negotiating skills as part of partnership working

HCPC Standards of Proficiency 1b1, 1b3, 1b4, 2a1

| | Halfway | Final |
|---|---------|-------|
| The student shows confidence and consistency in demonstrating this competency | | |
| The student has achieved this competency | | |
| The student is not yet able to demonstrate this competency | | |
| EVIDENCE and comments on the student's performance: | | |
| | | |
| Contd.... | | |

| |
|--|
| |
|--|

| | |
|---|--|
| Halfway point: Please note if no opportunities have been available for this competency and then highlight this competency as a specific target for the remainder of the placement | |
| Please tick if you feel the student is performing at an exceptional level for a student at this stage of the programme | |

Competency 4: The student can independently receive case information and/or gather other appropriate material relevant to the client from secondary sources such as parents/carers/other professionals with minimal prompting from the placement educator

(e.g. Medical/educational/social information)

HCPC Standards of Proficiency 2a1, 2a2, 2b1

| | Halfway | Final |
|---|----------------|--------------|
| The student shows confidence and consistency in demonstrating this competency | | |
| The student has achieved this competency | | |
| The student is not yet able to demonstrate this competency | | |
| EVIDENCE and comments on the student's performance: | | |
| | | |
| Halfway point: Please note if no opportunities have been available for this competency and then highlight this competency as a specific target for the remainder of the placement | | |
| Please tick if you feel the student is performing at an exceptional level for a student at this stage of the programme | | |

Competency 5: Writing a clinical report and recording in case notes

The student is able to write a professional report that details a client’s current speech, language and communication needs, ensuring its accessibility to the reader

The student writes case notes of a clear, concise and professional standard

| | Halfway | Final |
|---|----------------|--------------|
| The student shows confidence and consistency in demonstrating this competency | | |
| The student has achieved this competency | | |
| The student is not yet able to demonstrate this competency | | |
| EVIDENCE and comments on the student’s performance: | | |
| | | |
| Halfway point: Please note if no opportunities have been available for this competency and then highlight this competency as a specific target for the remainder of the placement | | |
| Please tick if you feel the student is performing at an exceptional level for a student at this stage of the programme | | |

Competency 6: The student is able to discuss and use appropriate methods of data collection and analysis *Eg. Observational data; phonetic transcription and analysis; language data transcription and analysis; information from hospital charts/notes; information from assessment, therapy tasks and discussion with clients/carers/MDT*

- **can select and administer both formal and informal assessment tasks**
- **uses appropriate methods of data analysis**
- **is able to interpret the findings**

NB Support will be required for the transcription of complex speech disorders eg clients with cleft palate; hearing impairment

HCPC Standards of Proficiency 2a1, 2a2, 2a3, 2a4, 2b1, 3a1

| | Halfway | Final |
|---|----------------|--------------|
| The student shows confidence and consistency in demonstrating this competency | | |
| The student has achieved this competency | | |
| The student is not yet able to demonstrate this competency | | |
| EVIDENCE and comments on the student's performance: | | |
| | | |
| Halfway point: Please note if no opportunities have been available for this competency and then highlight this competency as a specific target for the remainder of the placement | | |
| Please tick if you feel the student is performing at an exceptional level for a student at this stage of the programme | | |

Clinical Knowledge and Understanding

Competency 7: The student is able to discuss the client's speech, language, communication and swallowing needs with reference to the relevant theoretical frameworks & models. This will include linguistic, psycholinguistic, social, educational, medical, developmental or cognitive neuropsychological frameworks.

The student understands the relevance of this information for planning for the next client contact and integrates this information in planning future management

HCPC Standards of Proficiency 2b1, 2b2, 2b3, 3a1, 3a2

| | Halfway | Final |
|---|---------|-------|
| The student shows confidence and consistency in demonstrating this competency | | |
| The student has achieved this competency | | |
| The student is not yet able to demonstrate this competency | | |
| EVIDENCE and comments on the student's performance: | | |
| | | |
| Halfway point: Please note if no opportunities have been available for this competency and then highlight this competency as a specific target for the remainder of the placement | | |
| Please tick if you feel the student is performing at an exceptional level for a student at this stage of the programme | | |

Competency 8: The student independently designs and implements a programme of therapy within the context of a management plan.

HCPC Standards of Proficiency 2b1, 2c1, 3a1, 3a2

| | Halfway | Final |
|---|----------------|--------------|
| The student shows confidence and consistency in demonstrating this competency | | |
| The student has achieved this competency | | |
| The student is not yet able to demonstrate this competency | | |
| EVIDENCE and comments on the student's performance: | | |
| | | |
| Halfway point: Please note if no opportunities have been available for this competency and then highlight this competency as a specific target for the remainder of the placement | | |
| Please tick if you feel the student is performing at an exceptional level for a student at this stage of the programme | | |

Competency 9: With support, the student uses outcome measures, discharge criteria and the relevant evidence base to inform the client's management

HCPC Standards of Proficiency 2b1, 2c1, 3a1, 3a2

| | Halfway | Final |
|---|----------------|--------------|
| The student shows confidence and consistency in demonstrating this competency | | |
| The student has achieved this competency | | |
| The student is not yet able to demonstrate this competency | | |
| EVIDENCE and comments on the student's performance: | | |
| | | |
| Halfway point: Please note if no opportunities have been available for this competency and then highlight this competency as a specific target for the remainder of the placement | | |
| Please tick if you feel the student is performing at an exceptional level for a student at this stage of the programme | | |

Professional Skills

HCPC Standards of Proficiency 1a1, 1a2, 1a3, 1a4, 1a5, 1a7, 1a8, 1b1, 3a3

Please consider these at both the halfway and final assessment point and contact Julia Stewart if there are any concerns

S = satisfactory

U = unsatisfactory

| Responsibility toward placement | Comments | S | U |
|--|-----------------|----------|----------|
| Punctuality and attendance at placement | | | |
| Reliability | | | |
| Maintaining records, notes, required administration. | | | |
| Observes professional requirements for placement eg dresses appropriately; adheres to infection control procedures etc. | | | |
| Data protection/information governance | | | |
| Responsibility toward clients | | | |
| Communicating with clients in a professional manner showing respect for their views and opinions | | | |
| Respecting diversity in the workplace | | | |
| Not entering into inappropriate or disruptive personal relationships with clients | | | |
| Responsibility toward colleagues and tutors | | | |
| Sharing information about issues which influence attendance or performance with placement educator/tutor | | | |
| Refraining from disparaging or unprofessional remarks about the competence/ character of others | | | |
| Communicating with others in a professional manner showing respect for their position, views and opinions | | | |
| Adhering to the ethical and professional policies of UCP Marjon; the profession and the placement setting, e.g. equal opportunities, confidentiality, professional communication | | | |

Overall rating for Professional Skills: Satisfactory /Unsatisfactory

Placement educator comments:

Student Comments:

Signed by:Placement Educator

Date

Thank you very much for taking the time to complete this form.

Please return it immediately to:
Julia Stewart, Professional Tutor
BSc Speech and Language Therapy
University of St Mark and St John
Derriford Road
Plymouth
PL6 8BH

For University use only

Competencies

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | | | | | | | | |

Professional Skills: **Satisfactory / unsatisfactory**

Dysphagia Portfolio

| | | |
|---------------------|-----------------------|--|
| Satisfactory | Unsatisfactory | Signed by LCSH04H module leader |
|---------------------|-----------------------|--|

.....Tutor date

Half-way Monitoring Form Year 4

Student's name

Lead Placement Educator's name

Date completed

Please place a ✓ in the appropriate boxes as soon as the half-way discussions have taken place. It is the student's responsibility to return this form to the Professional Tutor at the half-way point.

| Competency No. | Not demonstrated | Achieved | Confident and consistent |
|----------------|------------------|----------|--------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |

Professional skills: satisfactory unsatisfactory (please circle)

Student's comment

.....

Placement Educator's comment

.....

.....The student should return this summary sheet to the SLT Placement Administrator immediately after completion. Please contact Julia Stewart if there are any concerns

Appendix A: Learning Quadrant

Year 4

| | |
|--|---|
| <p style="text-align: center;">Academic and learning perspective</p> <ol style="list-style-type: none">1. Data gathering2. Learning styles3. Learning objectives4. Assessment frameworks5. Differential diagnosis6. Aims, goals and objectives7. Session plans8. Reflective practice | <p style="text-align: center;">Personal and interpersonal perspective</p> <ol style="list-style-type: none">1. Group dynamics2. Feedback frameworks3. Being a professional |
| <p style="text-align: center;">Clinical perspective</p> <ol style="list-style-type: none">1. Observation schedule2. Case history schedule3. Assessment frameworks in clinical practice4. Aims, goals and objectives in clinical practice5. Session plans in clinical practice | <p style="text-align: center;">Technological perspective</p> <ol style="list-style-type: none">1. Moodle – discussion board activity – research activity2. DVD/Video/Apps use |

Appendix B:

1. PROMOTING EQUALITY

The Disability Discrimination Act (2005) states that “An individual is deemed disabled if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities”

This covers a wide range of diagnoses from dyslexia, mental health problems, learning difficulties to epilepsy and diabetes.

The DDA (2005) states that an organisation should make reasonable adjustments to ensure that an individual is not discriminated against.

This could mean: longer exam times, longer to write reports for your PE, introduction of breaks on placement, removal of extra furniture to allow free movement or the installation of ramps.

The HPC expects all its members to act in a professional and responsible manner, and therefore you are not just responsible for the welfare of your clients but also for your own welfare.

We need to ensure that both the Marjon and your placement provider are able to make ‘reasonable adjustments’ to do this we need to know, so if you think you fall into the above definition please contact Julia Stewart and we can begin the process.

Appendix C: HCPC documents on Standards of Proficiency and ethics.

All students have been instructed to download this document.

Appendix D: The University’s Fitness for Practice guidelines apply

Please refer to the current Student Regulations available through the Marjon website

<https://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework-2017-18/>