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**MSc (pre-registration) Speech & Language Therapy**

**Year 1 Term 1 SLT Pre-Clinical 8 Day**

**Practice Placement Assessment**

**University of Essex**

|  |  |  |
| --- | --- | --- |
| Student name |  | |
| Registration number |  | |
| Personal Tutor |  | |
| Dates of placement |  | |
| Practice educator |  | |
| Placement site |  | |
| Speciality |  | |
| Retrieval Placement | Yes/No | |
| Visiting lecturer |  | Date of visit(s) |

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

**as soon as possible**

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

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| --- | --- | --- | --- | --- | --- | --- |
| **Total Scores:** | **Pass/Excellent** |  | **Pass/Competent** |  | **Fail** |  |

|  |  |  |
| --- | --- | --- |
| **University use only:** | | |
| **Part 3 Pre-Clinical Skills Workbook** | Pass/Fail | **Signature of university lecturer**  **Date** |
| **Part 4 Reflective component** | Pass/Fail |

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| --- | --- |
| Overall placement mark | Pass/Fail |

If this booklet is misplaced please send to the address below, or email [hhsplace@essex.ac.uk](mailto:hhsplace@essex.ac.uk)

Placement Administrator

School of Health & Human Sciences

University of Essex

Wivenhoe Park

Colchester

Essex

CO4 3SQ

**Practice Education Placement Student Induction Record**

**Health & Safety**

Duties of Placement Providers

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

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

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

**Date** **Educator Student**

**completed Initials** **Initials**

* The named person to go to in the event of difficulties
* Information about the bleep system (where appropriate)

and relevant emergency telephone numbers

* Emergency procedures, including Cardiac Resuscitation

Procedures, Fire and Security

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

**Date Educator Student**

**Completed Initials Initials**

* Incident Reporting
* Health & Safety including COSHH
* Manual Handling, Infection Control & Fire
* Harassment and Bullying
* Equal Opportunities

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

**Record of contact with University**

|  |  |  |  |
| --- | --- | --- | --- |
| **Initiated by:** | **Person contacted:** | **Date and method:** | **Response received:** |
|  |  |  |  |
|  |  |  |  |
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**If you have any concerns/issues regarding this student please phone 01206 874557**

**as soon as possible.**

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

**Student expectations discussed 🞏 Practice Educator expectations discussed 🞏**

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

**Reflection on Achievement of Learning Contract**

|  |  |  |
| --- | --- | --- |
| **Interim**  (to be completed by student) | | **Final**  (to be completed by student) |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| Please attach additional sheets if you require more spare for your reflections. | | |

# Part 1

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

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

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| **Learning Outcome 1** | **Fail** | | | | |
| **1). Integrates health and safety legislation into speech and language therapy practice taking account of local policy and procedures.** | Fails to apply knowledge of departmental health & safety policy to specific patient groups/conditions (e.g. infection control, moving and handling, hazard control and risk management).   * Persistently fails to protect self or use protective equipment correctly. * Is unaware of or disregards the contraindications of treatment. * Persistently applies treatment techniques and handling skills in a way which puts patient and/or self at risk. * Is unreliable in reporting and often fails to tell the educator about adverse findings and/or patient complaints. * Persists in unsafe practice despite verbal instruction and/or warnings. | | | | |
| **Record of warnings given:**  Any entries should be dated and signed by both the student and the clinical educator.  NB. A warning in this section would usually trigger a Danger of Failure procedure. | | | | | |
| **Part 1: Learning Outcome 1**  **Signed / dated: ……………………………** | | **Pass** |  | **Fail** |  |

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| **Learning Outcome 2** | **Fail** | | | | |
| **2) Demonstrates non-discriminatory practice.** | May exploit the mutual trust and respect inherent within a therapeutic relationship. Persistently fails to uphold, the rights, dignity and autonomy of patient’s, including their role in the diagnostic and therapeutic process | | | | |
| **Record of warnings given:**  Any entries should be dated and signed by both the student and the clinical educator.  NB. A warning in this section would usually trigger a Danger of Failure procedure. | | | | | |
| **Part 1: Learning Outcome 2**  **Signed / dated: ……………………………** | | **Pass** |  | **Fail** |  |

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| **Learning Outcome 3** | **Fail** |
| **3) Fulfil all responsibilities related to legal ethical and local considerations of professional practice including clinical information (HPC, 2003).** | Fails to comply with and has inadequate knowledge of the rules of professional conduct. Persistently poor time keeping and fails to implement arrangements and agreed procedures. Persistently demonstrates poor record keeping. Does not respect patient confidentiality. Poor / or inappropriate standards of dress and/or hygiene. Persists in unprofessional behaviour despite verbal instructions and/or warnings. |
| **Record of warnings given:**  Any entries should be dated and signed by both the student and the clinical educator.  NB. A warning in this section would usually trigger a Danger of Failure procedure. | |

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| **Part 1: Learning Outcome 3**  **Signed / dated: ……………………………** | **Pass** |  | **Fail** |  |

**References:**.

Health Professions Council – HPC (2008) Standards of Conduct, Performance and Ethics. The Health Professions Council, London.

Health Professions Council – HPC (2010) Guidance on Ethics and Conduct for Students The Health Professions Council, London.

Royal College of Speech and Language Therapists RCSLT (2005) National Standards for Practice Based Learning RCSLT London.

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

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

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

|  |
| --- |
| Reason for Failure and actions taken  Signatures of:  Practice Educator:……………………… Date………Student:…………………………Date….. . |

**Part 2 Learning Outcomes:**

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

* Interpersonal and Interprofessional Skills
* Professionalism
* Treatment / Management

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

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

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

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

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

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

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

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

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| **Interpersonal Skills** | **Interim Progress** | | | | **Final** | | | **N/A** |
|  | Exceeding | Meeting | Working Towards | Risk of failure | Pass – excellent | Pass – competent | Fail | Reflective discussion held |
| 1. **Explore** how personal communication may be adapted (e.g. using non-verbal techniques) to meet children’s needs (e.g. physical, social, cognitive, psychological) |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 2. Be **comfortable and relaxed** in the company of children. Have the interpersonal skills to **engage** children in cooperative activity. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 3. Able to **communicate** and **work cooperatively** with children’s parents / carers, where appropriate, responding to feedback and information. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 4. Able to **communicate** and **work cooperatively** with education staff, where appropriate, responding to feedback and information. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| **Totals to complete** |  |  |  |  |  |  |  |  |
| Additional Comments if applicable  (e.g. 2 – exceptional skills in interacting with children across year groups) | | | | | | | | |

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| **Professional Knowledge** | **Interim Progress** | | | | **Final** **Achieved** | | | **N/A** |
|  | Exceeding | Meeting | Working Towards | Risk of failure | Pass – excellent | Pass – competent | Fail | Reflective discussion held |
| 1. **Consider** **background knowledge** (including linguistics, sociology, psychology and biological sciences) **to** **understand** observations of **typically developing** **children** drawing inferences regarding their;   * communication profile (including behavioural analysis) * interactions with peers * interactions with adults * levels of motivation * learning   within the education environment. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 2. **Understand** the role and scope of SLT within the educational setting. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 3. **Understand** the importance of involving parents / carers in the **child’s education** |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 4. **Understand** the role of other professionals involved within the educational setting (e.g. teachers, classroom assistants and specialist staff). |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| **Professional Knowledge** | **Interim Progress** | | | | **Final Achieved** | | | **N/A** |
|  | Exceeding | Meeting | Working Towards | Risk of failure | Pass – excellent | Pass – competent | Fail | Reflective discussion held |
| 5. **Understand** terminology used in the educations service and request clarification where needed. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 6. **Explore** different methods of data collection and recording (e.g. quantitative, qualitative); developing skills to record appropriate information from the educational placement while respecting confidentiality. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 7. Understand the importance of maintaining confidentiality and seeking informed consent (including additional consent required for audio recording). |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 8. **Be aware** of factors that may impact on education and learning (including culture, age, ethnicity, gender, religious beliefs and socio-economic status) and the ways in which these are accommodated within a non-discriminatory education system. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| **Totals to complete** |  |  |  |  |  |  |  |  |
| Additional Comments if applicable | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Application of knowledge and skills** | **Interim Progress** | | | | **Final** **Achieved** | | | **N/A** |
|  | Exceeding | Meeting | Working Towards | Risk of failure | Pass – excellent | Pass – competent | Fail | Reflective discussion held |
| 1. **Make accurate records** of child language interactions under a variety of circumstances; begin to use **basic language sampling and linguistic analysis** of **typically developing** children’s speech and language (e.g. broad phonetic transcription at a single word level). |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 2. Be aware of the health and safety policy within the placement school, observing health and safety policy at all times. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 3. Manage own time efficiently demonstrating good time keeping and attendance and meeting work deadlines. |  |  |  |  |  |  |  |  |
| Evidence: | | | | | | | | |
| 4. **Recognise and reflect on the strengths and limitations** of your personal and professional knowledge and skills and **be able and willing** **to request advice** where appropriate. |  |  |  |  |  |  |  |  |
| **Totals to complete** |  |  |  |  |  |  |  |  |
| Additional Comments if applicable | | | | | | | | |

**Part 3 – Workbook for pre-clinical skills development**

**MARKED BY UNIVERSITY**

Part 3 examines the development of core SLT skills and theory to practice links.

The student is required to complete the ‘Workbook for pre-clinical skills development’ during the course of the placement (see separate booklet). Within this booklet, the student will demonstrate practical experiences gained during the placement and application of theory to practice. The student is encouraged to work independently through the activities in the workbook, but may wish to seek guidance from their practice educator if needed.

The student’s completed workbook should be submitted to the University at the end of the placement and will be marked by the placement team.

‘Pass’ or ‘fail’ is awarded for part 3.

**Part 4 - Reflective Commentary**

**MARKED BY UNIVERSITY**

The student is required to write a reflective commentary for the placement. The reflective commentary consists of two parts;

• 500 words (approx.) at the start of the placement considering what they are hoping to get out of the placement, how they will achieve it, what they are feeling etc.

• 500 words (approx.) at the end of the placement considering their professional development through the placement and their next steps in practice based education.

Reflections will be submitted to the University at the end of the placement and marked by the placement team. The student is awarded a ‘pass’ or ‘fail’ for part 4.

**Recommendations / Action Plan for Future Learning / Practice Placements**

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

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

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

**Practice Educator’s Summing Up comments**

|  |  |
| --- | --- |
| **Student Name:** |  |
| **Placement Setting:** |  |

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| --- | --- |
| **Name of Practice Educator:** |  |
| **Signature of Practice Educator:** |  |
| **Date:** |  |

|  |  |
| --- | --- |
| **Student Signature:** |  |
| **Date:** |  |

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

**Part 5 – Record of Clinical Hours Completed**

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

This placement equates to 16 sessions (where a session is 3.5 hours), 8 days or 56 hours in total.

**If not completed, you will be contacted by the Student or relevant University to clarify the Student’s clinical sessions and hours.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Date** | **Sessions** | **Hours** |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
| Additional Days |  |  |  |
| Additional Days |  |  |  |
|  |  | Total: | Total: |
| **Absences and Reasons:** | | | |

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

|  |  |
| --- | --- |
| **Name of practice educator:** |  |
| **Signature of practice educator:** |  |
| **Date:** |  |
|  | |
| **Student name:** |  |
| **Signature:** |  |
| **Date:** |  |