



**University of
Sheffield**

**School of
Allied Health Professions,
Nursing & Midwifery**

BMedSci Speech and Language Therapy Practice Placement Handbook

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This Practice Placement Handbook is correct at the time of writing. Changes do happen and we will update students with these changes.

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Purpose of this Practice Placement Handbook

This practice placement handbook is for the BMedSci Speech and Language Therapy undergraduate degree programme. The handbook is for both students and Practice Educators (PE). The handbook aims to:

- Explain what a speech and language therapy placement is.
- Highlight important information about placements on the BMedSci Speech and Language Therapy programme in relation to student health requirements, disability, mandatory attendance, completion of placement hours, programme completion, mandatory pre-placement training and fitness to practise.
- Describe the structure of placements on the BMedSci Speech and Language Therapy.
- Describe how placements on the BMedSci Speech and Language Therapy are arranged.
- Describe how students are assessed on placements.
- Explain the process of ensuring quality of practice-based learning.
- Describe the process for student and PE preparation for placements.
- Explain how a student can report concerns about a placement and/or when a placement is not going well and seek support.
- Explain how a PE can raise any concerns about a student they are supervising on placement.
- Give general guidance about expectations of students on placements.
- Give general guidance about expectations of PEs.

What is a speech and language therapy placement?

The BMedSci Speech and Language Therapy programme is a three year undergraduate degree that leads to the qualification of a Speech and Language Therapist. Successful completion of this programme provides eligibility to apply for registration with the Health and Care Professions Council (HCPC). It is a legal requirement that anyone who wishes to practise using a title protected by the Health and Social Work Professions Order 2001 is on the HCPC Register. For more information, please see the HCPC website at www.hcpc-uk.org. The BMedSci Speech and Language Therapy is approved by the HCPC and accredited by the Royal College of Speech and Language Therapists (RCSLT).

Placements are integral to the BMedSci programme. Each level of the programme requires a student to complete a series of placements across a range of contexts including the NHS, education and independent sector. Placements include schools, pre-schools/nurseries, hospitals, adult and child community settings and the University of Sheffield Speech and Language Therapy Clinic,, which is the in-house clinic in Human Communication Sciences (HCS). Each placement has its own detailed placement handbook for both the student and the PE. This specific placement handbook details the number of days or sessions a student must complete on the placement as well as the learning aims and outcomes to be achieved. Other important information is also included. All students must read the relevant placement handbook prior to commencing the placement. All PEs are asked to read the relevant placement handbook before they start supervising the student.

Important points to note about the placements are as follows:

- A placement has a finite number of days/sessions that are required to be completed within a finite time period in order to enable successful completion of the placement. A session in the NHS is defined as 3.75 hours.
- A placement is structured to provide the appropriate experience to meet the learning aims and outcomes for that placement. This means that a placement will consist of a series of

clinical activities and experiences that will be set up by the PE to enable the student to progress through a placement to meet the learning aims and outcomes of the placement.

- Placements have to be successfully completed in the required order including the assessment components before commencing onto the next placement.
- Placements are a complicated activity. At the time of writing this practice placement handbook, the majority of placements are commissioned by the NHS in our regions which are Health Education East Midlands (HEEM) and Health Education Yorkshire and Humber (HEYH). This means that students on the BMedSci are expected to complete placements (and therefore travel in and outside of Sheffield) in Sheffield and as far South as Mansfield and as far North as Doncaster. Areas include Sheffield, Chesterfield, Nottingham, Mansfield, Lincolnshire, Rotherham, Barnsley, Derbyshire and Doncaster. This commissioning of placements is subject to changes and we will update students as to if and when these changes happen.

COVID19 – Important information for students

The information in this section is likely to change over time. Students are responsible for keeping themselves up to date with the latest government and university guidance by familiarising themselves with the regular email communications sent from HCS and central university. Students should also be regularly checking: <https://www.sheffield.ac.uk/coronavirus>

COVID-19 processes will vary according to each NHS Trust and it is important that practice educators talk these through with students as part of their induction process.

Lateral Flow Tests are no longer available to order, so it is likely that settings will not require these. However, it is important that you confirm with each placement setting what their regulations are.

Important Information about the Placements on the BMedSci Speech and Language Therapy

This is important information all students need to know when they are studying on the BMedSci. The BMedSci is a pre-qualification programme that leads to the qualification of a Speech and Language Therapist (SLT). When a student has successfully completed the BMedSci, the student is then eligible to apply to register with the Health and Care Professions Council (HCPC) as a SLT. The profession of speech and language therapy is a protected profession accredited by the Royal College of Speech and Language Therapists (RCSLT) and approved by the HCPC. The BMedSci curriculum content, amount of placement completed, length of the programme and attendance must comply with the RCSLT and the HCPC. The BMedSci follows the curriculum guidelines set by the RCSLT and the Standards of Education and Training (SETs) and the Standards of Proficiency (SOPs) set by the HCPC. These guidelines and SETs include:

Health Requirements

All students should be in sufficiently good health to be able to comply with the programme requirements, with reasonable adjustments and support where necessary.

Disability

Physical or sensory disability or mental health difficulties do not preclude a student from entering on to and completing a speech and language therapy degree programme, so long as the student can meet the learning outcomes of the programme. Higher Education Institutions (HEIs) are required to comply with the Equality Act (2010) in respect of providing support and making

reasonable adjustments for students with additional needs. RCSLT publishes guidance for students with disabilities and other guidance on health and disability issues is available from the HCPC. Appendix 1 and 2 details the process for students with a disability. Appendix 1 is a Placement Adjustment Plan (PAP) for students to complete, outlining the adjustments they may require when undertaking placements on the BMedSci. Appendix 2 summarises this process in a flow diagram.

Mandatory Attendance

Attendance on clinical placements is also mandatory. If you have a short-term absence from a clinical placement (e.g. due to illness, personal problems etc.) or an ongoing problem you should inform your Practice Educator, the AHPNM Clinical Placement Team ahpnm-placements@sheffield.ac.uk and the Module Coordinator, and complete the [AHPNM Absence Reporting Form](#). On placement, PEs are requested to report any unexplained student absence or persisting absence (1 unexplained or 2 explained absences or more) to HCS. Any clinical hours missed should be made up within the impacted placement. You will need to contact your Practice Educator to ask if this is possible, and to arrange alternative dates. Where this is not possible you should contact your HCS Placement Module Coordinator to discuss alternative options.

Completion of Requisite Placement Hours

In line with the RCSLT curriculum guidelines and the SETs from the HCPC, all students on the BMedSci must complete a minimum of 150 placement sessions where a session is 3.75 hours on average. This is mandatory for all students. Please see the BMedSci Speech and Language Therapy programme handbook for details about placement sessions.

Programme Completion

In line with the RCSLT curriculum guidelines and the SETs from HCPC, there is a maximum time limit within which all students are expected to complete the programme. This is in order to preserve academic and clinical coherence. This is 7 years for the BMedSci.

Mandatory Pre-Placement Training

Every year of the MMedSci, students have to complete mandatory pre-placement training in the areas of: Data Security Awareness, Equality, Diversity and Human Rights, Preventing Radicalisation, Fire Safety, Health, Safety and Welfare, Safeguarding Adults, Safeguarding Children and Young People, Conflict Resolution, cardiopulmonary resuscitation (CPR), Infection Control, Manual Handling, Donning and Doffing PPE for non-aerosol generating procedures, Donning and Doffing PPE for Aerosol Generating Procedures (AGP). Most of this training will be delivered online. Some training may be delivered face to face e.g., Basic Life Support and Manual Handling. Students can only undertake placements if they complete all training specified. Some services will also ask students to complete additional mandatory pre-placement training as specified by that local NHS organisation and students must comply with this.

Fitness to Practise

Students are required to be 'fit to practise'. Where a student is considered not 'fit to practise', the department will initiate a fitness to practise review of the student. The University of Sheffield guidance on Fitness to Practise, Health Requirements Regulations and Unsatisfactory Progress and Faculty Student Review can be found at: <https://www.sheffield.ac.uk/study/policies/appeals-complaints-current-students/fitness-practise/procedures>

Disclosure and Barring Service check (previously CRB disclosure)

It is a requirement of the BMedSci that every student has a satisfactory enhanced DBS (Disclosure and Barring Service) check. Students should carry their DBS check with them at all times while on placement.

Students from outside the UK are required to provide a letter of conduct from the relevant police authority in their home country. Once they have taken up residence in the UK, students are required to apply for a DBS check.

Safeguarding Children and Adults Policy

Safeguarding is *“the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.”* (HM Government)

A vulnerable adult is *“a person aged 18 years or over who is or maybe in need of community care for reason of mental or other disability, age or illness and who is or maybe unable to take care of him or herself, or able to protect him or herself against significant harm or exploitation”* (No Secrets, Department of Health, 2000)

Vulnerable adults are *“often elderly and frail, living on their own in the community, or without much family support in care homes. They are often people with physical or learning disabilities and people with mental health needs at risk of suffering harm both in institutions and in the community.”* (Social Care Institute for Excellence)

This policy relates to students on the BMedSci and staff in Human Communication Sciences (HCS), University of Sheffield. Key elements of the policy:

Preparation prior to placement

Students have to complete mandatory pre-placement training and pre-placement are workshops covering various aspects of professional behaviour, clinical activities and child and adult safeguarding. Specific areas relating to safeguarding children are as follows:

- the contents of this policy
- information on the procedures to follow for raising concerns on placement (see 3, below)
- instructions for students to familiarise themselves with the policies of placement settings on physical contact with children and lone working
- general guidance on the need for awareness of and sensitivity to cultural norms in the placement context and to seek advice from placement settings on this.

The Safeguarding Children policy is included in all clinical practice handbooks and in the mandatory pre-placement training.

Raising concerns

In pre-placement training, students are advised on the appropriate processes regarding circumstances where they are concerned regarding a child's welfare:

- a) students should inform the supervising member of the institution's staff of their concerns
- b) students should inform the HCS module coordinator responsible for the specific placement
- c) module coordinators should record confidential details of the concern raised in the student's file
- d) HCS module coordinators should convey any such concerns to the HCS Director of Professional Education for appropriate action, including discussion with the placement

institution as required.

Responsibility

Safeguarding children and adults, like health and safety, is the responsibility of all students and staff. Within HCS the Director of Professional Education is responsible for overseeing the policy and its implementation.

The Safeguarding Policy is reviewed annually via the Clinical Practice Teaching Team meetings and the Clinical Courses Board of Studies.

Conduct While on Placement

There are expectations for all qualified health professionals but for students, there are additional issues to consider that relate specifically to your status as a student. It is important to discuss expectations with your PE at the start of any placement and ask about any issues you are not sure of. Some particularly important issues for any placement are:

- Timekeeping – arrive well in advance of scheduled sessions or meetings. Make sure you have a watch or similar available. It is not appropriate to use a mobile phone for time-keeping purposes.
- Travel to placement – it is worth doing a practice journey to your key placement location to test out travel arrangements and times before the placement starts.
- Attend sessions well prepared with pens and notebooks and use opportunities to take notes if your PE indicates this is appropriate.
- Communicating illness – ensure clear and timely communication with PEs in the event that you are ill and cannot make sessions or have other unforeseen circumstances.
- Using appropriate modes of communication with your PEs. Please note that:
 - Not all PEs have easy access to email and their computer systems may not be able to open some formats of file attachment.
 - PEs often rely more on use of a joint, office-based landline phone and you may have to leave messages for them if they are out of the office seeing clients.
 - Never just assume that a PE will be happy for you to have their personal mobile number or to contact them out of hours; it is better to ask them how they would prefer to be contacted and when.
 - Social networking sites (e.g. Facebook). You are advised against attempting to contact PEs through these sites. This may be perceived as an invasion of privacy or as a breach of professional/student boundaries.
- Mobile phones and texting: phones should be put securely away and either turned off or set to silent. Do not have your phone out or text during sessions; this is unprofessional behaviour. If you have an emergency contact situation to deal with, discuss with your PE how best to manage this.

- Ensure that any work you undertake on placement has been fully discussed with your PE and that you follow any instructions. This is even more important if your PE is not with you at all times. If you are given access to materials, records or facilities (including computing facilities), ensure you do what has been agreed and do not exceed permissions given, etc.

You may find the RCSLT 'Communicating Quality Live' resource helpful too. Go to <http://www.rcslt.org> and search for CQ Live

Appropriate Dress for Placement

The following information on dress code for clinical work is adapted from the Dress Code Policy for Sheffield Teaching Hospitals (November 2016). Each service and/or Trust will have its own code, based on Department of Health requirements, and students are advised to check on the 'local' codes in advance of starting placements.

Health Professionals have codes of conduct to follow which make specific reference to how an individual should dress. The individual should dress appropriately to the situation and how they dress should reflect on/credit their profession. Staff should appear smart, and clothing should be safe, practical and reflect the type of work undertaken.

Principles of dress code guidance

- To address issues of **health and safety** – for the health professional and for patients/clients. All staff working in a clinical area have a responsibility for safeguarding patients in respect of reducing acquired infections. Clothing should be clean and should be changed immediately if it becomes visibly soiled or contaminated. Clothing should also fit well, take account of the physical requirements of the job and promote the mobility and comfort of the wearer.
- To ensure a **consistent professional image** that inspires public trust and confidence. Patients/ members of the public may use general appearance as a proxy measure of competence. In a patient-focused service it is poor practice to wear clothing that may detract from that principle, for example extreme styles of fashion; clothes that are low-cut or 'revealing'.
- **Identification purposes** (e.g. wearing of ID cards on lanyards or badges as required). Individuals with specific circumstances or needs, including those with disabilities and/or cultural/religious issues, should approach placement supervisors or clinical tutors with any queries.

Specific requirements

- Shoes should be smart, clean, fit for purpose and of good appearance. They should be flat or low heeled. For health and safety reasons no open-toed footwear or sling backs are permissible.
- No excessive and elaborate jewellery. Tongue studs, eyebrow piercing, nose studs (other than when worn for cultural or religious beliefs) and visible body artwork are not considered to be consistent with portraying a professional image and wherever possible should be covered.
- When working clinically, sleeve length should be short (bare below the elbow).
- Wrist watches must be removed when undertaking patient contact.
- For health and safety reasons it is recommended that ties should be removed for staff working in close patient contact.

- Hair should be clean and, for staff working in clinical areas, worn off the collar.
- Nail varnish, and/or false nails should not be worn when undertaking patient care.
- Any open wounds must be covered until healed.
- Perfumes and make-up should be kept to a minimum.
- Any sharp objects if carried should be removed prior to carrying out any close patient contact in order to prevent potential harm to the patient/client.
- For purposes of security and identification all staff must wear an appropriate ID badge whilst on duty. These should be removed temporarily when undertaking close client contact where there may be potential for harm
- All staff are required to maintain a high standard of personal hygiene whilst on duty.
- Staff handling food as part of their day-to-day work should not wear nail varnish, nail extensions or nail piercing, jewellery or perfume in line with food hygiene regulations.

Where appropriate to a specific role or setting, a dress code such as this may be relaxed but this should always be agreed in advance with the PE.

Student Uniforms

Uniform may be required for some clinical placements. We will provide students with two white polo shirts for clinical placements. Please check with your placement provider to see if this uniform is appropriate for their setting.

Health and Safety

Students on placement have the same health and safety responsibilities/rights as any other employee in the workplace. Under the Health and Safety at Work Act (1974), you must take reasonable care of your own health and safety and that of others who may be affected by your actions. You must also cooperate with the placement provider in complying with their legal duties.

Students should carry out two procedures at the beginning of their placement:

1. **Familiarise yourself with safety procedures, location of safety equipment, staff roles and responsibilities, layout of the premises** (see Health & Safety Checklist 1 *below*)
2. **Carry out a Risk Assessment** (see Health & Safety checklist 2 *overleaf*)

If students are in multiple settings on placement, they are asked to discuss with their PE the appropriate way of undertaking these procedures.

Risk Assessment

Students are required to carry out a risk assessment of placement locations in the first days of the placement. This ensures safety and provides training in this area, which will be required in post-qualification clinical practice. Risk assessment means looking for hazards in the workplace and assessing the probability that someone could be harmed by those hazards.

4 basic steps in risk assessment

- Look for hazards
- Decide who might be harmed and how
- Evaluate the risks and decide whether existing precautions are adequate or whether more should be done
- Record your findings

How to carry out a risk assessment

1. Walk around the workplace and look at what could reasonably be expected to cause harm. Concentrate on significant hazards that could cause serious harm
2. Decide who might be harmed and how. Consider different risks for different groups of people, e.g. the risk for small children may be much greater than for adults
3. Evaluate the risks

Complete the form below by identifying a number of possible hazards in your new placement workplace.

Health and Safety Checklist 1

Area	Familiarised (✓) and notes
Key staff members and their roles	
Location of toilet facilities	
Location of staff room, canteen, coffee/tea making equipment etc.	
Dress code	
Telephone call procedures	
Car parking	
Emergency procedures	
Safety policies, including personal safety and lone working	
Location of first aid box	
First aid arrangements and name of first aider	
Accident reporting and location of accident book	
Fire procedures and location of fire extinguishers	
Instruction on any equipment you will be using	
Manual handling procedures	
Child protection procedures	

Health and Safety Checklist 2

<p>Date: _____</p> <p>Name of assessor: _____</p> <p>Location: _____</p>				
	What is the hazard?	RISK SCORE How likely is the risk? Likely (4) Possible (3) Remote (2) Improbable (1)	INJURY SCORE What injury might be sustained? Fatal (4) Hospital attendance (3) First aid required (2) Trivial or no injury (1)	Multiply risk score by injury score for each hazard
Identified hazard(s):	1)			
	2)			
	3)			
	4)			
If the score is 12 or more: HIGH RISK		Do not continue, notify practice educator and university		
If the score is 6 or more: MEDIUM RISK		Notify practice educator and record any obvious safety improvements needed below		
If the score is 5 or less: LOW RISK		Notify practice educator and record any obvious safety improvements needed below		

Summary of the BMedSci Speech and Language Therapy programme

Level 1

HCS 1010 Biomedical Science

HCS 1003 Participation and Society

HCS 1002 Introduction to Practical Linguistics

HCS 1004 Speech, language, communication and literacy development in children

HCS 10012 Language, cognition and communication in adults 1

HCS 1011 Professional Practice 1

Level 2

HCS 3010 Key clinical topics 1

HCS 2022 Speech and hearing science

HCS 2023 Developmental Disorders of Communication

HCS 2024 Language, cognition and communication in adults 2

HCS 2025 Research methods and statistics

HCS 2007 Language analysis: sound and structure

HCS 2021 Professional practice 2

Level 3

HCS 3010 Key clinical topics 2

HCS 3015 Professional practice 3

HCS 3012/3013 Evaluating the evidence base in SLT: clinical dissertation

HCS 3014 Transition to professional autonomy

Structure of Placements on the BMedSci Speech and Language Therapy

Placements are integrated into three Professional Practice modules. Professional Practice 1 in level 1, Professional Practice 2 in level 2 and Professional Practice 3 in level 3. Placements are integrated into these modules so that students can apply the theory of speech and language therapy to their developing professional practice. The placements in these three modules take place in semester time and also in the student summer vacation time. Students must be available in the student summer vacation to complete these placements.

Professional Practice 1

Professional Practice 1 is a 30 credit module with 300 learning hours and takes place in semesters 1 and 2 of level 1, with a week of placement in the student summer vacation at the end of level 1. Professional Practice 1 introduces the student to the professional practice of the speech and language therapist (SLT). The module combines students' learning of; theoretical knowledge of clinical methods; people with communication impairments; and inter-personal and professional skills, with clinical placements working with children and adults with communication impairments. The module introduces the student to their first directly supervised clinical placements. Placements will be across adult and child clients as follows: 1) observational experience of adult clients through the in-house SLT clinic or in an external setting such as a nursing home; 2) observational and closely supervised experience of paediatric clients in the NHS/independent sector, 3) online clinical learning around neurology.

Full details about the placement will be available in the Professional Practice 1 handbook.

Professional Practice 2

Professional Practice 2 is a 20 credit module with 200 learning hours and takes place in semesters 1 and 2 of level 2, with a week of placement in the student summer vacation at the end of level 2. This module builds on Professional Practice 1 in level 1. The directly supervised SLT placements

include: 1) a paediatric placement working with school-age children; 2) the Aphasia Centre placement working with adults in the in-house SLT clinic; 3) the Complex and Additional Needs placement working with children or adults with severe developmental communication impairments; 4) one session of audiology placement; and 5) one ten-session placement to take place over the summer, either with an external provider or in the in-house SLT clinic. Students will complete supervised clinical work during placements and self-study activities to support their learning and clinical skills. Placements will be supported by workshops, tutorials and specific NHS induction/preparation and support.

Full details about the placement will be available in the Professional Practice 2 handbook.

Professional Practice 3

Professional Practice 2 is a 30 credit module with 300 learning hours that takes place in semesters 1 and 2 of level 3. This module aims to consolidate the student's clinical skills and prepare the student for independent practice on graduation at the end of this third and final year. Students complete two directly supervised placements as follows: a 30-session paediatric placement and a 30-session adult placement (one in each semester). University workshops and tutorials will prepare and support students with their learning on placement. Full details about the placements will be available in the Professional Practice 3 handbook.

Please see the BMedSci Speech and Language Therapy programme handbook for full details about the number of clinical sessions in each professional practice module.

Arrangements for Placements on the BMedSci Speech and Language Therapy

The placements for the BMedSci are arranged with our regional SLT services. These are children and adult services in Sheffield, and the Health Education Midlands and East and Health Education Yorkshire and North. **This means that students will have to travel within and away from Sheffield**, undertaking placements up to and including Doncaster and down to and including Nottingham, Mansfield and some areas of Lincolnshire. For some students, we can try and arrange the student summer vacation placements near the student's non-term time address, but it is not always possible to guarantee this. At present, placements are governed by an organisation called Health Education England (HEE). HEE is part of the NHS and is an executive non-departmental public body of the Department of Health. Their function is to provide national leadership and coordination for the education and training within the health and public health workforce within England. HEE oversee the processes for ensuring placement capacity, quality of placements and students' practice learning. At the time of writing this handbook, there are many changes taking place in relation to HEE's role in all NHS student practice learning and placement quality and tariff processes. This is a changing landscape and we will update students of relevant changes as they progress through the BMedSci. Independent SLTs also offer placements to our students and are part of the quality processes at the level of HCS.

At the departmental level, the AHPNM Placements Team organise and arrange placements with the regional SLT services. Dr Emma Gregory as the Director of Professional Education along with the BMedSci Programme Director oversee all this and related activity. Our regional SLT services are invited to offer placements to our students to fulfil the placement capacity required for the three professional practice modules. There are various formal processes which determine the placement capacity of the services. The Placements Team will ask students to inform us about any circumstances that may influence the placement(s) allocated to them such as availability of a car (Appendix 3). Once placements are confirmed with the SLT services, students are allocated to a placement and a PE. The student then liaises with the PE to confirm the dates of the placement and any other necessary arrangements. This is an arrangement agreed by the student and the PE

and not the placements team. Students must adhere to the dates specified for the completion of the relevant placement. SLT services are subject to changes in their structure and delivery of services. Students should understand that placements are arranged in real time and so, while we aim to provide plenty of notice we cannot always guarantee a date by which placements are confirmed with students.

Processes to Ensure Quality of Practice-Based Learning

PEs in SLT services who offer placements to the BMedSci students are asked to be HCPC registered, a member of RCSLT, an active SLT, participate in training offered by HCS through face to face events, reading of relevant training materials, access online training materials through the HCS department and/or cascaded training through the student placement co-ordinator in the SLT service. HCS keeps an accurate record of all PEs who offer placements and supervise our students on placement. Where Band 5 SLTs participate in student placement activity, they are asked not to be the lead PE and to be supervised by a band 6 or higher SLT (see appendix 4).

Each regional SLT service has a designated student placement co-ordinator SLT who works with HCS to ensure safe and effective student learning and placement quality. The student placement co-ordinator is a member of the University of Sheffield Practice Educators (USPE) committee who meet twice a year. HCS hosts an annual PE update day to enable PEs to undertake regular training and updates. PEs also access an online portal through HCS where they can access relevant information, mandatory training, updates and other training materials. This is password protected and PEs receive the password once registered with us.

Assessment of Students on Placement

The Professional Practice modules and placements are assessed through a combination of 1) practice educator reports; 2) client based written assignment and student portfolio work; 3) tutor visits and viva and 4) a video based assessment with a viva. Students have to pass all the placements in each of the three levels.

The Practice Educator Report (PER) is the assessment the PE completes about the student on placement. A copy of the PER is in appendix 5. The PE completes a PER for the student at the end of each placement. Practice Educators use the PER to assess the student's knowledge, skills and approach to learning on each placement. The same PER is used for each placement. The student must pass the PER and the other assessment specified for the placement/Professional Practice module in order to progress. If a student fails a placement, the student has one opportunity to re-sit the placement. If a student fails the re-sit placement then the student has failed the placement and is not able to progress to the next placement.

Assessment documentation, specific to each placement module is made available to students and practice educators in advance of the start of the placement. The Practice Educator Report (PER) is the assessment used by all Practice Educators to assess the students' practice based learning on all placements.

The learning outcomes differ for each placement in each professional practice module to show the progression of the student through the programme. The learning outcomes for each placement are highlighted in each module placement handbook. This means the Practice Educator assesses the student on the specific learning outcomes for each placement within each professional practice module using the PER. The PER requires the practice educator to either pass or fail the student. No marks are awarded. A pass/fail distinction is used to facilitate standardisation across practice educators. The criteria for pass and fail are clearly detailed in the PER, each module placement

handbook and in this handbook (see appendix 5)/ The practice educator is required to assess the student as a pass or fail in each of the three sections – knowledge, skills and approach to learning. A fail in any one section leads to an automatic fail. Students have full access to all these materials and these are discussed with students in the placement induction/preparation sessions delivered by a member of HCS staff prior to the start of each placement. A student has one opportunity to re-sit a placement. Each placement must be passed before progressing to the next placement.

Practice Educators are asked to discuss the PER at the halfway point of a placement by both student and practice educator as a means to update on the student's current skills within the experiential opportunities, and for a basis for refining the learning to take place in the later half of the placement. Material from the halfway report process can be used in discussion individually with weaker students who may require support from HCS staff to support and guide both students and practice educators to promote the best practice-based learning.

Materials to support practice educators to assess students are available through the Practice Educator Training/Update annual days and the practice educator website. Please do access these materials.

Preparing for Placements

For each professional practice module, there is a detailed handbook that explains the placement(s), the aims and learning outcomes of the placement, the requirements of the students, the requirements of the PE, the assessment to be completed, health and safety information and requirements including safeguarding of children and adults, feedback processes, the process for raising student initiated or PE initiated concerns and other relevant information. Students and PEs are asked to read the module handbook in advance and raise any questions, queries or other issues with the relevant module co-ordinator (full contact details will be in the module handbook). Students will engage in a mandatory pre-placement preparation session(s) with the module co-ordinator to prepare the students for the placement. Students also access check-in/monitoring sessions by the module coordinator during the placement. Students are encouraged to complete the Placement Prior Learning Form (appendix 6), to start to think about their own aims and objectives for the placement. Students are encouraged to then share their completed form with their PE during their first meeting or via email before the start of their placement. PEs and students can contact the module co-ordinator and/or HCS at any time. For some placements such as the Schools Placement in level 2 and Conversation Partners placement in level 1, there are mandatory pre-placement preparation sessions delivered jointly by HCS and the SLT service.

General Expectations of Students on Placements

The basic requirements of students on placement are to:

- Liaise effectively in a professionally appropriate manner with the clinical placements team who undertake the complex task of arranging placements for students on the BMedSci programme.
- Read the relevant placement handbook prior to starting the placement and raise any questions, queries or concerns with the module co-ordinator.
- Undertake the placement in a professionally appropriate manner.
- Dress appropriately and fulfil the dress code specified by the placement.
- Undertake the necessary risk assessments as specified by the placement.
- Be on time.
- Communicate with their PE effectively in both written communication via email and in spoken communication.
- Communicate with their PE effectively about the start and end dates of the placement.

- Attend and complete all the placement sessions.
- Ensure the PE knows in advance if the student is unwell and therefore unable to attend placement.
- Ensure the University is made aware of any missed placement sessions due to illness or other reasons.
- Raise any concerns about the placement with the PE and/or the University.
- Complete the placement feedback process.

Each placement will have additional requirements in line with the aims and learning outcomes for that placement. Students must read the relevant placement handbook prior to commencing the placement.

General Expectations of Practice Educators

The basic requirements of a PE are to:

- Read the relevant placement handbook.
- Engage with the training and updates offered by HCS.
- Keep HCS updated about any changes in their role and capacity to supervise students on placement.
- Provide a placement that meets the aims and learning outcomes for the placement.
- Respond to communication from the student in a timely manner.
- To inform the University if a student misses any placement sessions due to illness or other reasons.
- To inform the University if there are any concerns about a student.
- To engage with the student placement feedback process.

Each placement will have additional requirements in line with the aims and outcomes for that placement. Students must read the relevant placement handbook prior to the student commencing the placement.

Student Placement Feedback

HCS operates a student placement feedback mechanism. Students complete a placement and then a placement feedback form. This form is returned to the department who then collate the student feedback for that service and/or individual PE and forward the feedback on. If an issue or concern is raised in the student feedback, HCS will highlight this to the service and/or individual PE and ask for a written response to this feedback including actions to be taken to address the feedback. This is then communicated to the student, the USPE committee and when relevant, Health Education England (HEE). The USPE committee considers the placement feedback and takes forward any necessary actions to improve the practice placement experience of our students. Students can also give placement feedback at the divisional staff-student liaison committee and through the end of semester feedback sessions co-ordinated by the BMedSci Programme Director.

Some SLT services have their own student feedback processes which students are also asked to complete by the service such as the Practice Placement Quality Assurance (PPQA) process in some services in the Yorkshire and Humber region. Students will be directed to this by the service. We also ask students to collect feedback about their practice from the clients they work with if this is agreed by the student and the PE. Examples of client feedback forms are available in appendix 7.

Raising Concerns During a Placement

HCS has a process for students to raise a concern during their placement about their placement experience and for PEs to raise a concern about a student they are supervising on placement.

This is shown in a flowchart in appendix 8. Students can contact the module co-ordinator, personal tutor, BMedSci programme director or other member of HCS staff at any time if they have a placement related concern.

The clinical placements team contact the PE midway through a placement via email to monitor the student on placement. Where a PE has a concern, the PE will respond via email using a 'traffic light' system (see appendix 9). The module co-ordinator for the placement will make contact with the PE to discuss these concerns and initiate any necessary actions (in line with the flowchart in appendix 8).

If a student or PE has any concerns about a placement, it is essential that they raise their concerns as early as possible as shown in the flowchart.

References/Documents

The following documents are very useful for all students to read. Please do access these documents (they are all available online) and read them through carefully.

Guidelines for pre-registration speech and language therapy courses in the UK (2010). The Royal College of Speech and Language Therapists (RCSLT), 2 White Hard Yard, London, SE1 1NX.
www.rcslt.org

Standards of Education and Training Guidance. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU.

Guidance on Conduct and Ethics for Students Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU.

Guidance on health and character. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU.

Speech and language therapists. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU

These can all be found on the HCPC's website: www.hcpc-uk.org

Appendix 1: Placement Adjustment Plan



**University of
Sheffield**

Human Communication Sciences

Professional Lead for Speech and Language Therapy
Professor Judy Clegg, BSc, PhD, FRCSLT

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Placement Adjustment Plan (PAP)

Information for BMedSci and MMedSci Students with a disability and/or a long term health condition

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What is a speech and language therapy placement?

Speech and language therapy placements are integral to both the BMedSci and MMedSci Speech and Language Therapy programmes. Each level of the programmes requires a student to complete a series of placements across a range of contexts in the NHS and independent sector. Placements on both programmes include schools, pre-schools/nurseries, hospitals, adult and child community settings and the University of Sheffield Speech and Language therapy clinic, which is the in-house clinic in Human Communication Sciences (HCS). Each placement has its own detailed placement handbook (one for the student and one for the Practice Educator/supervising speech and language therapist (SLT)). This handbook details the number of days or sessions a student must complete on the placement as well as the learning aims and outcomes to be achieved. Other important information is also included. All students must read the relevant placement handbook prior to commencing the placement.

Important points to note about the placements are as follows:

- A placement has a finite number of days/sessions that are required to be completed within a finite time period in order to enable successful completion of the placement.
- A placement is structured to provide the appropriate experience to meet the learning aims and outcomes for that placement. This means that a placement will consist of a series of clinical activities and experiences that will be set up by the Practice Educator/supervising SLT to enable the student to progress through a placement to meet the learning aims and outcomes of the placement.
- Placements have to be successfully completed in the required order including the assessment components before commencing onto the next placement.
- Placements are a complicated activity in that the majority of placements are commissioned by the NHS in our regions which are Health Education East Midlands (HEEM) and Health Education Yorkshire and Humber (HEYH). This means that students on the BMedSci and MMedSci Speech and Language Therapy programmes are expected to complete placements (and therefore travel in and outside of Sheffield) in Sheffield and as far South as Mansfield and as far North as Doncaster. Areas include Sheffield, Chesterfield, Nottingham, Mansfield, and Lincolnshire. Rotherham, Barnsley, Derbyshire and Doncaster.

What is a Placement Adjustment Plan?

A Placement Adjustment Plan is a written document detailing the arrangements between a BMedSci and MMedSci Speech and Language Therapy student and HCS in relation to any reasonable adjustments detailed on a student's Learning Support Plan (LSP) related to the student's participation in a speech and language therapy placement(s).

A student's Placement Adjustment Plan is used by HCS to approach speech and language therapy placement providers about the student's placement and the reasonable adjustments being requested. The placement provider will be asked to consider how the reasonable adjustments can be accommodated. There is a blank Placement Adjustment Plan in this document that a student can complete. Details about how to complete the Placement Adjustment Plan are on pages 5-7.

The Placement Adjustment Plan aims to:

- Identify the student's disability and/or long term health condition, and the support required for the student's participation in a speech and language therapy placement(s)

- Detail the reasonable adjustments requested by a student for a speech and language therapy placement(s).
- Explain if and how the student and the placement provider(s) will meet the requested reasonable adjustments
- Document an agreement between the student, HCS and the placement provider in relation to the reasonable adjustments requested for a speech and language therapy placement(s)
- Support the student and the placement provider while the student completes the placement.
- Agree who the Placement Adjustment Plan can be shared with

Important Information about the BMedSci and MMedSci Programmes for Students with a disability and/or a long term health condition

This is important information all students need to know when they are studying on the BMedSci and MMedSci Speech and Language Therapy programmes. The BMedSci and the MMedSci are pre-qualification programmes that lead to the qualification of a Speech and Language Therapist (SLT). When a student has successfully completed the BMedSci or the MMedSci, the student is then able to apply to register with the Health and Care Professions Council (HCPC) as a SLT. The profession of speech and language therapy is a protected profession accredited, approved and regulated by the Royal College of Speech and Language Therapists (RCSLT) and the HCPC. Both the BMedSci and the MMedSci programmes in terms of curriculum content, amount of placement completed, length of the programme and attendance must comply with the RCSLT and the HCPC.

Both the BMedSci and MMedSci programmes follow the curriculum guidelines set by the RCSLT and the Standards of Education and Training (SETs) set by the HCPC. These guidelines and SETS include:

Health Requirements

All students should be in sufficiently good health to be able to comply with the programme requirements, with reasonable adjustments and support where necessary.

Disability

Physical or sensory disability or mental health difficulties do not preclude a student from entering on to and completing a speech and language therapy degree programme, so long as the student can meet the learning outcomes of the programme. Higher Education Institutions (HEIs) are required to comply with the Equality Act (2010) in respect of providing support and making reasonable adjustments for students with additional needs. RCSLT publishes guidance for students with disabilities and other guidance on health and disability issues is available from the HCPC.

Mandatory Attendance

Attendance on all taught sessions and placements is mandatory for all students. Therefore, all students must inform a member of teaching staff if they are unable to attend a lecture/workshop/tutorial/other face to face teaching session. If a student continues to not attend, this will be followed up by a member of staff and there may be issues arising from this for on-going completion of the programme. Attendance on placement is mandatory and all students must

inform both their Practice Educator (PE) and the department of any absence. On placement, PEs are requested to report any unexplained student absence or persisting absence (1 un-explained or 2 explained absences or more) to HCS. Where attendance is raised as an issue for a student, The University of Sheffield Attendance policy is followed: <https://students.sheffield.ac.uk/attendance-monitoring> . If a student continues to not attend, this will be followed up by a member of staff and there may be issues arising from this for on-going completion of the programme.

Completion of Requisite Placement Hours

In line with the RCSLT curriculum guidelines and the SETs from the HCPC, all students on both the BMedSci and MMedSci Speech and Language Therapy programmes must complete a minimum of 150 placement sessions (525 hours of placement clinical experience, where a session is 3.75 hours on average). This is mandatory for all students.

Programme Completion

In line with the RCSLT curriculum guidelines and the SETs from HCPC, there is a maximum time limit within which all students are expected to complete the programme. This is in order to preserve academic and clinical coherence.

For the BMedSci (speech and language therapy), the maximum amount of time from entry to the programme until qualification is normally 7 years including all extensions to studies and leaves of absence.

For the MMedSci (speech and language therapy), the maximum amount of time from entry to the programme until qualification is normally 4 years including all extensions to studies and leaves of absence.

Supporting a student with a disability and/or long term health condition

The usual process for supporting a student with a disability and/or long term health condition on the BMedSci and MMedSci Speech and Language Therapy programmes is as follows:

A student discloses a disability and/or long term health condition through the admissions process, when they enter the programme or during the programme. Support can be put in place for a student prior to their entry onto the programme.

A student informs their Personal Tutor, the Programme Director or the Director of Professional Education of this disability on entry to the programme.

A student accesses an assessment and/or support from the Disability and Dyslexia Support Service (DDSS) at the University of Sheffield.

The DDSS complete a Learning Support Plan (LSP) with the student which is shared with the Disability Liaison Officer (DLO) and relevant staff in HCS. Relevant staff would usually include the Personal Tutor, the Programme Director and the Director of Professional Education as well as relevant module co-ordinators.

A meeting may then be arranged between the student, a representative from DDSS and relevant staff from HCS (usually the Programme Director, Personal Tutor, DLO and Director of Professional Education). The aim of this meeting is to discuss the LSP with respect to the student's academic programme.

Where a speech and language therapy placement(s) requires consideration of requested reasonable adjustments, the meeting would also specifically review the reasonable adjustments required for placements in line with the requirements from RCSLT and HCPC detailed earlier in this document.

From the meeting, the Placement Adjustment Pack is finalised and agreed between all parties. The placement pack details the reasonable adjustments stipulated in the student's LSP and support to be put in place. If only some of the reasonable adjustments can be accommodated by placement providers this may be agreed at the meeting or at a later point (detailed in the two paragraphs above). This Placement Adjustment Pack is then used to approach placement providers to ask them to consider the reasonable adjustments in the placement(s) they are offering to the student.

The placement accommodates the reasonable adjustments as agreed with the department and the student, and the student starts the placement.

The placement is reviewed at a mid-way point (as per the usual process for all students). If either the Practice Educator or the student considers there are difficulties with the placement, then the Practice Educator and/or the student contacts the department and the usual process of consultation is followed (see the relevant placement handbook). This may involve stopping the placement, adding in additional support to the placement and other options as discussed and agreed with the student, the Practice Educator and HCS.

References/Documents

The following documents are very useful for all students to read. Please do access these documents (they are all available online) and read them through carefully.

Guidelines for pre-registration speech and language therapy courses in the UK (2010). The Royal College of Speech and Language Therapists (RCSLT), 2 White Hard Yard, London, SE1 1NX.
www.rcslt.org

Standards of Education and Training Guidance. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU. www.hcpc-uk.co.uk

Guidance on Conduct and Ethics for Students Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU. www.hcpc-uk.co.uk

Guidance on health and character. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU. www.hcpc-uk.co.uk

Speech and language therapists. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU www.hcpc-uk.co.uk

Who is a Placement Adjustment Plan for?

Students who have a disability and/ or a long term health condition can request a Placement Adjustment Plan. Before we put together a Placement Adjustment Plan we ask that a student contacts the University of Sheffield's Dyslexia and Disability Support Service (DDSS) <https://students.sheffield.ac.uk/disability> . DDSS will discuss the student's needs in relation to

all aspects of their academic study and will likely ask a student to provide written evidence regarding their disability and/or long term health condition (e.g. medical evidence such as a letter from a doctor). It may also be necessary to ask a student to undertake an assessment by Occupational Health if not already completed or if a student is returning to study after a period of leave and/or ill health. DDSS will usually complete a Learning Support Plan (LSP) for a student that the student and HCS can then use in the process of completing the Placement Adjustment Plan.

Disclosure and Confidentiality

Students are encouraged to disclose any disability and/ or long term health condition which may impact on either the placement allocation process or their participation in a placement. Disclosing information about a disability and/or long term health condition and any support requirements will enable HCS to facilitate the implementation of requested reasonable adjustments. Any information about a disability and/or long term health condition will be dealt with sensitively and confidentially. HCS will always ask for a student's consent before sharing this information with other stakeholders in the placement allocation process (e.g. a supervising speech and language therapist/Practice Educator).

Who should I contact?

Once you have seen the DDSS, a student should contact their Personal Tutor, Programme Director, or our Disability Liaison Officer, Dr Ben Rutter b.rutter@sheffield.ac.uk . These members of staff will then decide if a student will benefit from a Placement Adjustment Plan or whether another support process may be more beneficial.

Guidance for staff and students completing the Placement Adjustment Plan

What to include in a Placement Adjustment Plan?

When putting together a Placement Adjustment Plan, please work through the form below. You may find these suggested areas of discussion helpful. Please read through these points and think about which types of reasonable adjustment are likely to be suitable to support the student's needs. Only reasonable adjustments which support an evidenced disability and/or long term health need should be included in the plan.

Mobility & Access, e.g.,

- Transport
- Parking
- Access to buildings/rooms
- Steps
- Distances to be walked
- Equipment / mobility aids

Physical & Mental Endurance, e.g.,

- Length of sessions/ days – fatigue
- Full time vs. Part Time working pattern
- Breaks
- Placement location (travel time)

Writing / Dexterity, e.g.,

- Use of laptop / computer
- Writing session plans
- Taking case histories
- Writing case notes & report

Organisation / Planning, e.g.,

- Planning sessions
- Planning clinical day & diary
- Being in the right place at the right time
- Use of supervision sessions

Health & Safety, e.g.,

- Hand washing
- Lone working
- Monitoring and responding to potential risk posed by clients

Environmental, e.g.,

- Temperature
- Lighting

Additional Information, e.g.,

- Medical appointments

Other

- Type of clients seen
- Time with placement educator
- Access to study skills tutor, mental health worker or other relevant professional during placement
- Plan for days student cannot attend placement (sick days)

Placement Adjustment Plan

Student Name	
Student Registration Number	
Programme / year	
Staff members involved in developing this plan	

Details of student's disability and/or long term health condition

-

Has the student attended an Occupational Health assessment? Yes / No

(please provide details of any recommended reasonable adjustments)

-

Has the student liaised with the Disability and Dyslexia Support Service at the University of Sheffield? Yes/No

Is the student in receipt of Disabled Student Allowance? Yes/No

If relevant to a placement(s), please provide details of any support provided by DDSS and any recommended reasonable adjustments

-

What placement related reasonable adjustments are requested for the student?

-

What placement related reasonable adjustment will be requested from the Placement

Provider?

-

What placement related reasonable adjustment will be the responsibility of the student?

-

Agreement

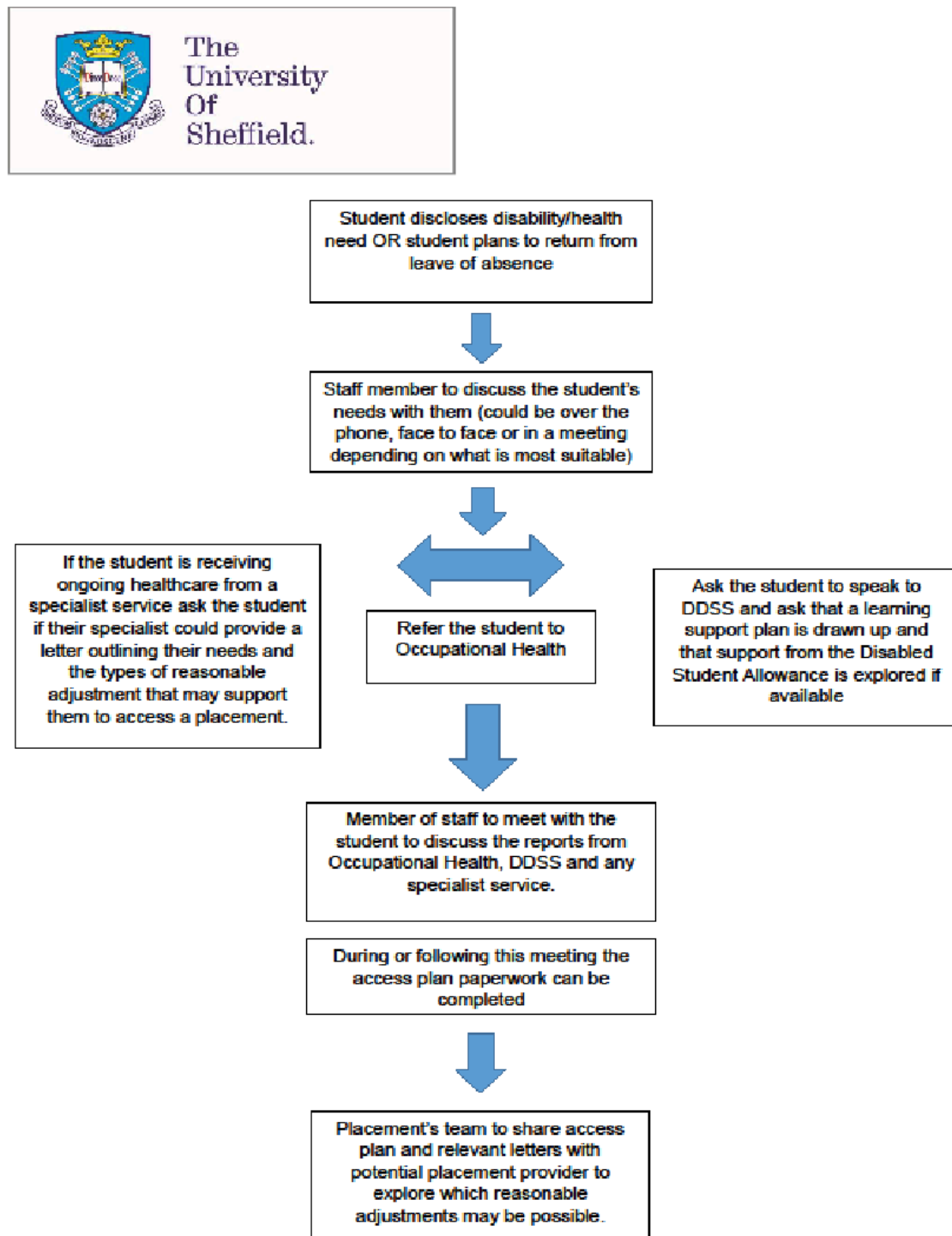
I confirm that the above information is accurate and that the information summarised above can be passed on to relevant placement coordinators and placement educators involved with my placement provision.

I agree that this information can be shared in advance of my placements in order for the placement provider to make the required reasonable adjustments in advance of my start date. I am happy for this information to be passed on via phone/ email/ written letter to the placement provider.

Student's Signature.....

Date.....

Appendix 2: Placement Adjustment Plan Flow Chart



Appendix 3: Student Information Request Form

MMedSci and BMedSci Speech and Language Therapy Practice Placements Student Information Request Form

Who sets up Speech and Language Therapy placements...

The HSS Placements Team works across the Health Sciences School, with the aim of linking students with suitable placement opportunities. The Placements Team can be contacted on hss-placements@sheffield.ac.uk.

In order to provide the best possible links the Placements Team ask for some additional information from students. Please could you read the information below, fill in the form and return to the Placements Team.

Who commissions practice placements...

Placement opportunities are currently commissioned by two NHS-linked regional workforce development organisations. These are *Health Education Yorkshire & the Humber (HEYH)* and *Health Education East Midlands (HEEM)*. Their aim is to develop a sustainable and responsive future workforce for the UK health service. You can visit the websites of these organisations at <https://www.yorksandhumberdeanery.nhs.uk/> and <https://www.eastmidlandsdeanery.nhs.uk/>. At the current time, there are many changes taking place regarding these arrangements.

Placement locations...

In the first instance, we seek to set up placements with services within the *HEEM* and *HEYH* geographic regions (see map). This is because *HEEM* and *HEYH* have direct educational and legal arrangements with their local NHS services in relation to offering and quality assuring placements. We aim to keep placements within the local regions wherever possible and aim for placements to be within a maximum of 1.5 hours commute for the student. When allocating placements, we take factors such as term-time address and transport options into account. Where it is not possible to find local placements the Placement Team may explore options outside of the usual geographic areas. In order to aid this search we ask you to identify any other areas in which you may be able to attend a placement.

Placement timings...

Both the MMedSci and the BMedSci involve block placements during the summer vacation periods. It is expected and important that students are available throughout the summer and so we ask you to wait until placements are arranged before committing to other activities e.g. holidays. Once the placement setting has been confirmed, it is the responsibility of the student to liaise directly with your placement provider to agree on the actual dates for your placement. You should note, it may be the case that the service can only accommodate a student during certain weeks so it is important that you are available to attend placement during this time.

The dates that you receive for a placement are dates that the placement provider is able to offer. Please do not initiate any discussions with your placement provider regarding trying to arrange alternative dates. If the dates are difficult for you then contact the placement Module Coordinator in the Division of Human Communication Sciences to discuss.

Additional access needs...

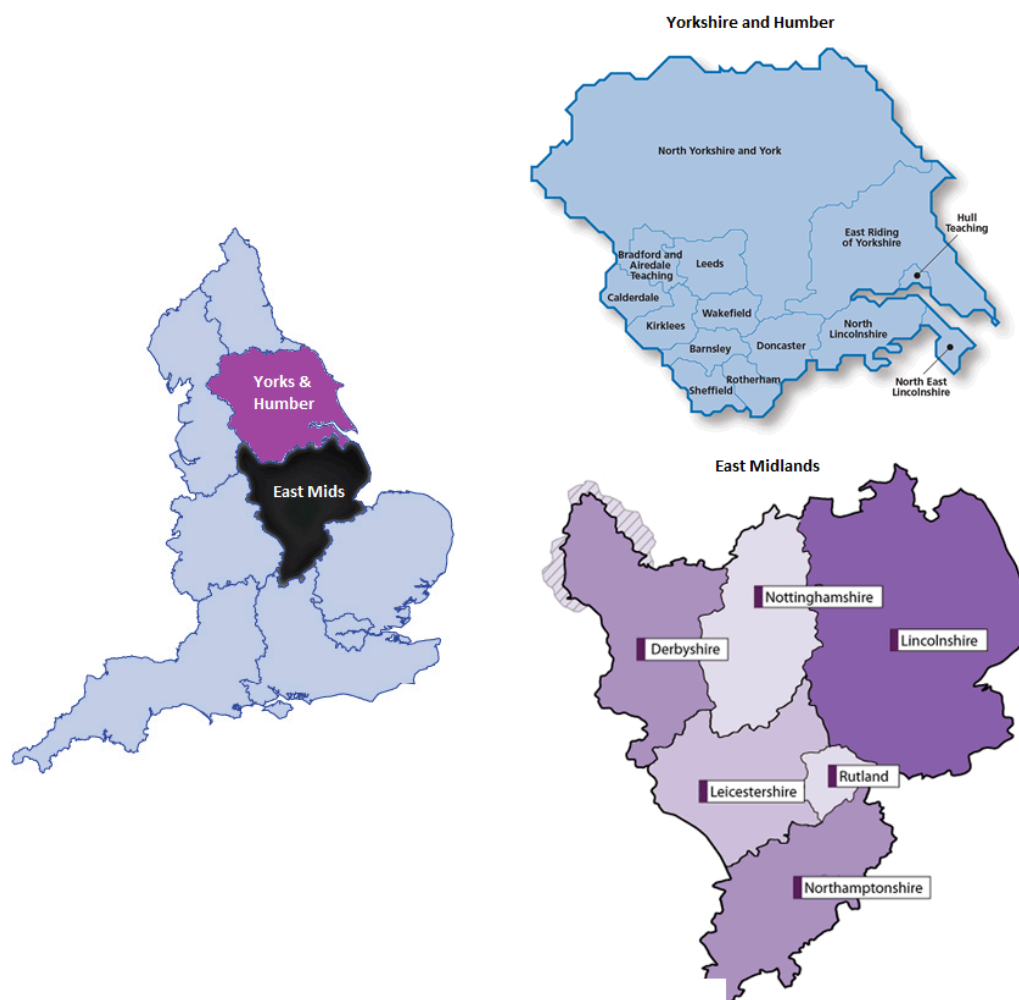
If you have additional access needs (e.g. disability, long term health condition) that should be taken into account when linking you with a placement we would ask you to share this information at the earliest opportunity. In order for your needs to be taken into consideration within the placement allocation process you will first need to make contact with the University of Sheffield Disability and Dyslexia Support Service (DDSS). The DDSS can talk about all your support needs and will likely ask you to provide evidence of your health need (e.g. a GP/Doctors letter or similar). Once you have spoken with DDSS you should also contact the HCS Disability Liaison Officer, Ben Rutter, who will speak to you about your needs in relation to placement allocation. You can contact Ben on email at b.rutter@sheffield.ac.uk or over the phone on 0114 22 22413. The information you provide is crucial in ensuring that

you are linked with a placement opportunity that meets your specific needs. Any information that you share with the University of Sheffield remains confidential and will not be shared with the placement provider without your prior agreement.

Judy Clegg

Prof Judy Clegg
Professional Lead for Speech and Language Therapy
Division of Human Communication Sciences
School of Allied Health Professions, Nursing and Midwifery
University of Sheffield

Health Education Yorkshire & the Humber (HEYH) and Health Education East Midlands (HEEM) Geographical Areas



STUDENT INFORMATION REQUEST FORM

Full name:			
Course	MMedSci / BMedSci		
Year:	FIRST YEAR / SECOND YEAR / THIRD YEAR		
Sheffield / term time address:			
Best contact phone number:			
Home address (if different from above):			
Home telephone number (if different from above):			
Areas where you have accommodation and would be able to spend a few weeks in order to access a placement opportunity	Please give the location of the accommodation and any nearby towns that are accessible: 1 st possibility: 2 nd possibility: 3 rd possibility:		
Do you hold a current driving licence: YES / NO	Own a car: YES / NO	Access to a car: YES / NO	Receive an NHS Bursary YES / NO
What University placements have you had and where have they been?			
Have any of your placements been paired with another student?	YES / NO Details of Placement & student name:		
Have you taken part in any of the Division's in-house clinics? If so which ones?			
Any other information you would like to tell the Placements Team: e.g. Special Interests/Child care/carers responsibilities			

Please return this form to the placements team:

ahpnm-placements@sheffield.ac.uk

Paper copies can be handed into the reception at

Human Communication Sciences, 362 Mushroom Lane, Sheffield, S10 2TS

Thank you for completing this form and returning it promptly.

We look forward to seeing you in September.

Appendix 4: Learning Development Agreement



**University of
Sheffield**

Human Communication Sciences

School of allied Health Professions, Nursing and Midwifery

Professional Lead for SLT

Professor Judy Clegg, BSc, PhD, FRCSLT

362 Mushroom Lane
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S10 2TS
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Telephone: +44 (0) 114 222 2418/ 2402/ 2405

International: +44 (0) 114 222 2418

Fax: +44 (0) 114 2222439

Email: ahpnm@sheffield.ac.uk

<https://www.sheffield.ac.uk/ahpnm>

(DATE)

Dear ,

Learning Development Agreement for Speech and Language Therapy students

Thank you for offering a speech and language therapy student placement(s) for our BMedSci and/or MMedSci(speech and language therapy) student(s) in the department of Human Communication Sciences, University of Sheffield.

For the student(s) to complete a NHS placement, the placement provider needs to ensure the following is in place as part of a Learning Development Agreement (LDA).

The Learning Development Agreement expects the following from the placement provider:

- The supervising practice educator(s) are qualified speech and language therapists who are registered with the Health and Care Professions Council (HCPC)
- The placement provider will supervise student(s) on the placement with the expectations of the placement as detailed in the placement information/handbook
- The placement provider maintains regular contact with HCS, University of Sheffield as necessary
- Practice educators will have completed in-service training required by the service for supervising students.
- Practice educators are compliant with the Equality and Diversity Policy for their service.
- Any concerns about the student(s) are raised with HCS as soon as they are identified
- The student is able to raise any concerns they may have about the placement with the service and HCS, University of Sheffield
- The student will give feedback about the placement independently through HCS.

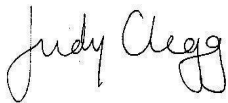
This feedback will be returned to the placement provider by HCS and the service will take action to respond to the feedback if appropriate (See appendix 1: 'Process for managing student feedback

and/or concerns relating to clinical placements')

- The placement provider will complete the attached questionnaire and return this to HCS, University of Sheffield

Please complete and return the attached Learning Development Agreement which must be returned to us before students can commence placements.

Yours faithfully



Dr Judy Clegg
Professional Lead for Speech and Language Therapy
Human Communication Sciences



Human Communication Sciences

Professional Lead for Speech and Language Therapy
Professor Judy Clegg, BSc, PhD, FRCSLT

362 Mushroom Lane
Sheffield

(DATE)

PRACTICE PLACEMENT LEARNING DEVELOPMENT AGREEMENT BETWEEN:

**Human Communication Sciences, University of Sheffield
and**

For Practice Placement(s) as follows:

Placement type	Length of Placement (days)
Undergraduate (BMedSci) / Postgraduate (MMedSci)	? days

Part One

QUALITY ASSURANCE (Please complete the information below as appropriate to confirm your compliance)

1. We confirm that the practice educators are qualified speech and language therapists who are registered with the Health and Care Professions Council (HCPC)

☐ Yes ☐ No

2. We confirm that our setting is regularly quality audited. Please provide the date and result of the last quality audit. This audit may have been carried out internally (by the placement provider/ NHS Trust) or by an independent auditing body (e.g. Ofsted, Care Quality Commission or other relevant body).

Date:

Result:

3. We confirm supervising practice educators are band 6 and above, any band 5 supervisors are experienced with taking students and/or have appropriate support from more senior colleagues.

☐ Yes ☐ No

4. We confirm all supervising practice educators have completed the online training provided by the University.

☐ Yes ☐ No

5. We confirm we have received the necessary information from Human Communication Sciences, University of Sheffield about the requirements of the placement (this information is provided in the Practice Placement Handbook)

☐ Yes ☐ No

6. We feel able to contact HCS, University of Sheffield to ask questions and/or seek any clarification needed about the student placement(s) (please note that the University contact details are included in the front page of the Practice Placement Handbook).

☐ Yes ☐ No

7. We have read and understood the quality assurance procedures (see attached flow chart) in place regarding student feedback about the placement

☐ Yes ☐ No

Placement coordinator/ Supervisor Signature:

Print Name:

Job title:

Date:

Please return this form via post or email to the AHPNM Placements Team
Human Communication Sciences, University of Sheffield, 362 Mushroom Lane, Sheffield, S10 2TS
Tel: 0114 22 22441 / Email: ahpnm-placements@sheffield.ac.uk

Appendix 5: Practice Educator Report (PER)



Human Communication Sciences

Professional Lead for Speech and Language Therapy
Professor Judy Clegg, BSc, PhD, FRCSLT

362 Mushroom Lane
Sheffield
S10 2TS
United Kingdom

Telephone: +44 (0) 114 222 2418/ 2402/ 2405
International: +44 (0) 114 222 2418
Fax: +44 (0) 114 2222439
Email: ahpnm@sheffield.ac.uk
<https://www.sheffield.ac.uk/ahpnm>

MODULE CODE

Placement Feedback report

The Practice Educator Report (PER) is the tool practice educators use to assess students' clinical practice on placement.

Return of forms:

We ask that reports are not returned to us via students as there have been instances of forms being lost or misplaced.

Please photocopy your Practice Educator Report for your records, provide a copy to the student and email, post or FAX a copy to:

AHPNM Placements Team, The University of Sheffield, Human Communication Sciences,
362 Mushroom Lane, Sheffield S10 2TS

Email: ahpnm-placements@sheffield.ac.uk Fax: 0114 2222439

Learning outcomes

The learning outcomes are specified here for each placement within each professional practice module

Student name:

Practice Educator name(s):

Location:

No. of sessions (3.75 hours) attended:

Date of report:

You will need to evaluate the student's performance in three areas: **knowledge, skills** and **approach to learning**.

Please indicate the student's level for each section by ticking the appropriate box: **pass, fail** or **automatic fail** and provide written feedback for each section, highlighting strengths and areas for development. Finally, indicate at the end whether the student has passed or failed the placement. **(Students must pass all three sections in order to achieve an overall pass).**

There are some automatic fail criteria, detailed below. **A student meeting any one of these criteria will fail the placement, regardless of any other passes or fails.**

Automatic fail criteria:

Despite feedback, verbal instruction or written warnings, does not apply departmental health and safety policy such as infection control. Persistently applies treatment techniques in a way that puts client or self at risk of emotional and physical harm. Unreliable in reporting and fails to inform educator of adverse events or client/carer complaints.

Despite verbal instruction or warnings, fails to comply with rules of professional conduct and communication. Persistently poor timekeeping and fails to implement agreed arrangements. Breaches client confidentiality. Poor or inappropriate dress/hygiene.

Despite verbal instruction or warnings, persistently fails to respect the rights and dignity of clients and involve them in therapy.

Knowledge	Pass	Fail
<p>Pass criteria:</p> <p>Makes accurate observations of the client's behaviour and communication. Demonstrates some theoretical understanding with respect to the client group. Reports observations in a clear and structured way. Shows understanding of the client as a whole person. Shows understanding of the role of the SLT and other professionals. Shows understanding of the role of the user in service provision.</p> <p>Fail criteria:</p> <p>Difficulty consistently making accurate observations of the client's behaviour and communication even with straightforward problems. Demonstrates limited or confused theoretical understanding with respect to the client group. Limited ability to report observations in a clear and structured way despite guidance. Shows limited understanding of the client as a whole person despite guidance. Shows limited understanding of the role of the SLT and other professionals. Shows limited understanding of the role of the user in service provision.</p>		
Practice Educator Comments:		
Skills	Pass	Fail

Pass criteria:

Interacts appropriately with the client and others, adjusting communication style and level as appropriate. Follows correct procedures with respect to confidentiality, record keeping, health and safety and notification of absence. Is organised and prepares appropriately.

Fail criteria:

Limited ability to interact appropriately with client and/or others. Has significant difficulty in adjusting communication style and level as appropriate. Demonstrates difficulty following correct procedures with respect to confidentiality, record keeping, health and safety or notification of absence. Weak organisation of self and limited appropriate preparation.

Practice Educator Comments:

Approach to Learning	Pass	Fail

Pass criteria:

Is punctual and dresses appropriately. Views the placement positively as an opportunity to learn by asking questions appropriately and contributing to discussions. Shows initiative and uses all learning opportunities available.

Fail criteria:

Dresses inappropriately despite feedback. Persistent difficulties with punctuality. Does not appear to view the placement as a learning opportunity, asks limited questions or has difficulty contributing to discussions. Rarely shows initiative or takes advantage of available learning opportunities. Is reluctant to show or rarely takes responsibility for own learning without encouragement. Disorganised approach to learning and/or often unprepared for sessions.

Practice Educator Comments:

Overall Assessment:

PASS

FAIL

Signed:

Practice Educator _____

Student _____

Date _____

Appendix 6: Placement Prior Learning Form



University of Sheffield

Human Communication Sciences

Professional Lead for Speech and Language Therapy
Professor Judy Clegg, BSc, PhD, FRCSLT

362 Mushroom Lane
Sheffield
S10 2TS
United Kingdom

Telephone: +44 (0) 114 222 2418/ 2402/ 2405
International: +44 (0) 114 222 2418
Fax: +44 (0) 114 2222439
Email: ahpnm@sheffield.ac.uk
<https://www.sheffield.ac.uk/ahpnm>

Placement Prior Learning Form

Before you start placement, it is important to prepare by considering carefully what your goals and learning needs are. This form will help you to think through your experiences so far and guide you and your supervising Clinician in planning learning objectives and making the most of your placement.

Please refer to your Placement Handbook for details of the course curriculum.

Describe your experiences of working with this client group. Has this been mainly through observation or from previous 'hands-on' placements?

What clinical skills do you already have experience of?

Examples include: *case-note writing, report writing, taking a case history, making and recording clinical observations, writing a session plan, goal-setting, planning therapy, knowledge of formal and informal assessments, adapting own communication style, applying research to planning assessment and therapy, understanding of pathways/models of service delivery.* Think about what you have learned in previous modules and refer to your Placement Learning Outcomes.

Think about your answer to question 2. Which areas do you feel most confident in?

Which skills would you like to focus on? How can you develop these further? What can you do both on placement and in your own time to maximise your learning?

Appendix 7: Service User Student Evaluation Form

Student:

Student evaluation

Did the student...

	😊	😞	•
talk to you ok?	Yes	No	Don't know
	😊	😞	•
act professionally?	Yes	No	Don't know
	😊	😞	•
treat you with respect?	Yes	No	Don't know
	😊	😞	•
help you progress with your goals?	Yes	No	Don't know

Student:

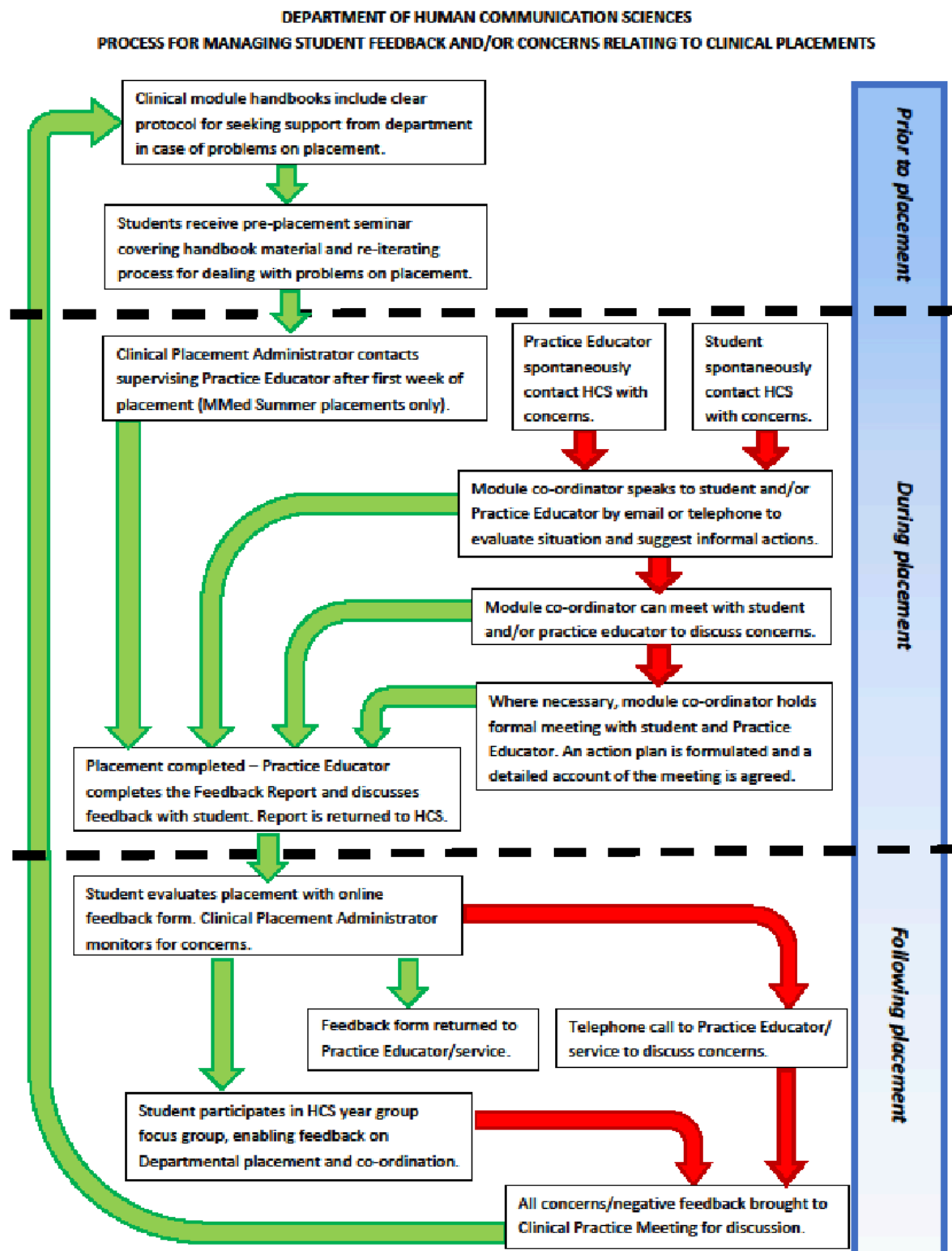
Please rate the student

+	-	--
Pass	Fail	Critical fail

Comments

Thank you for your feedback

Appendix 8. Process for Managing Student Concerns



Appendix 9: Mid Placement Feedback Form

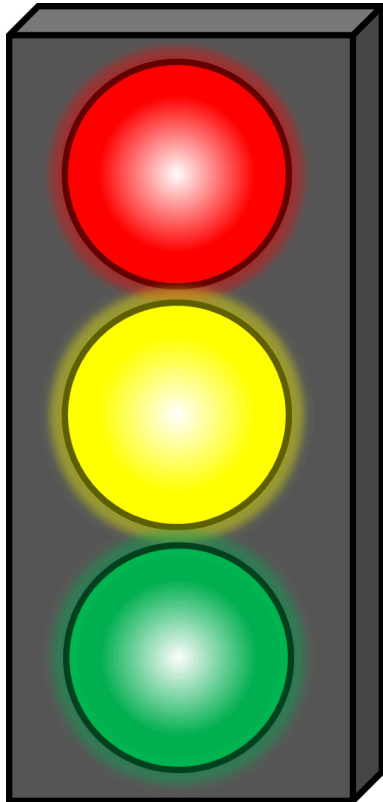
NAME OF STUDENT:

MODULE CODE:

NAME OF PRACTICE EDUCATOR:

PRACTICE EDUCATOR E-MAIL & TELEPHONE NO (Best contactable):

Please use the traffic light system below to provide mid-placement feedback for the student you have on placement. Provide detailed information in the sections below to indicate how you feel the student is performing on their placement. (Red = concerns with student; Yellow = student performing to satisfactory level; Green = Student performing at a good or above standard level)



Please return the completed form to ahpnm-placements@sheffield.ac.uk. If you have expressed any concerns regarding the student, a member of our staff will contact you to discuss your concerns on the contact details provided