

De Montfort University

Human Communication

Speech & Language Therapy

2018

Second Year

Practice Educator

Assessment Report (PEA)

(incorporating the Half Way Review of Progress)

*This form should be given/posted to students at the end of placement. It is a student responsibility to return this report to the SAC at the university as soon as possible after the end of the placement, marked for the attention of the Clinical Education Lead. In exceptional circumstances clinicians may post it to, Clinical Education Lead, Speech and Language Therapy, c/o, Student Advice Centre, Edith Murphy House, De Montfort University, The Gateway Leicester, LE1 9BH.*

Students must take a photocopy of this form before handing it in as it will not be returned

|  |  |
| --- | --- |
| Student name: |  |
| Student address: |  |
| Number of PEAs expected |  |

# INTRODUCTION

This guide explains the process of both review and assessment for second year speech and language therapy students. It explains the steps to be taken for the assessment of students on placement by the Practice Educator). Please see the Placement Practice guide for further information.

If you require any help with this process, or wish to speak to a member of university staff to seek advice before talking to your student about their progress, please contact Debbie Hunt at any point.

# Placement Staff

Placements Administration Team

Contact for help with the administrative aspects of placement organisation

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# Learning Outcomes for Clinical Placement Module SALT 2022

|  |  |
| --- | --- |
| Placement Learning Outcome. | How this will be achieved in this placement |
| 1. Collect and collate client/clinical information from sources appropriate to the placement setting |  |
| 1. Interpret and evaluate client/clinical information using theoretical knowledge |  |
| 1. Present an informed clinical description of a client/clinical setting using clinical information and theoretical knowledge |  |
| 1. Plan, implement and critically evaluate intervention appropriate to the placement setting, stating rationales and demonstrating an awareness of the client and carer perspective and beginning to select appropriate approaches, techniques and strategies |  |
| 1. Demonstrate professional conduct |  |
| 1. Begin to reflect on their placement experiences for the purpose of further developing their professional practice in relation to the HCPC SoPs |  |
| 1. Begin to modify their communicative style to meet the needs of clients, carers and other professionals |  |

# THE COMPLETE CLINICAL PLACEMENT ASSESSMENT PROCEDURE

The steps involved with this process are summarised on the following page

# HALF WAY REVIEW OF PROGRESS- guidance notes

The purpose of the half way review is to;

* assist and monitor student learning and progress
* give formal feedback about a student’s performance by bringing together information from on-going feedback sessions
* be sure that the student is clear about areas to improve
* formulate a plan with the student about how to achieve this improvement
* identify how the student will know if they are succeeding
* alert students to expectations for the rest of placement
* alert student to the standards that are expected in order to pass the placement

In the 10th week of placement, or at a half way point, educators and students are required to consider the learning outcomes on the half way review of progress form together and compare their perceptions of progress. Against each outcome are listed key features of each skill which are given to guide thinking about what could be considered under each outcome. It is hoped that this review of progress will allow for a discussion about student progress and form the basis of an explicit and individualised action plan for the remainder of placement.

For the review it is important that students assemble and present evidence of their progress; placement log entries, intervention plans etc. Practice educators are asked to give specific examples of student behaviours to support their decisions so that students can understand the feedback and identify areas for improvement.

Following the review students and educators are asked to enter comments on the form outlining the action plan for progress and completing the Alert Form identifying whether you consider your student’s progress to be at Green Amber or Red (please see below).

Educators are encouraged to involve their students in self -assessment at both the half way and final assessment stage as it is found that students who are actively involved in the assessment of their skills are more likely to engage both critically and constructively, reflect and generate their own action plans for improvement (Mc Allister, 2010).

Practice educators are asked to **return only the Alert Form** at this stage.

Alert Form

|  |  |
| --- | --- |
| NO concerns | Green Box  PE and student continue with agreed action plan with no involvement of university |
| SOME concerns | Amber Box  This will trigger a telephone call from the university. |
| DEFINITE concerns | Red Box  A red alert box will trigger a telephone call from the university and a clinic visit by a tutor can be arranged if required |

If students are placed with more than one educator, lead educators should contact all participating educators and ask them to contribute their views to the review. If possible placements are asked to return one Alert form only. If this is not possible please indicate the number of returns on the Alert form.

# IMPORTANT NOTE

This half way review of progress is concerned with developing students’ knowledge and skills, and is not normally an assessment leading to a decision about a pass or fail at this half way point. The review process aims to promote a shared understanding, between student and educator, (and inform the university) about what is required of the student in developing the necessary level of skill. Whilst it is hoped that it comes at a point in placement which allows time for students to make the necessary progress, students must be aware that failure to make the required degree of progress or reach the necessary level of independence are at risk of failing the placement, whether the indication is green, amber or red at the half way review point. Students must make progress throughout the entire placement period in order to pass. Whilst feedback from educators is an important element in student development, students must independently take responsibility for identifying their own learning needs and developing their skills.There may also be circumstances where a student is judged to be unlikely to make the required amount of progress before the final assessment. In such cases the student will be advised of this and the expectations around the placement outcomes modified to allow the student to achieve some of the outcomes to assist their development. Students are expected to continue to the end of their placement in all circumstances. Students who have any problems identified at this point (or at any other point in the placement) must also seek additional support from their clinical tutor, personal tutor or the university, Clinical Placement Lead.

|  |
| --- |
| LEVELS OF STUDENT DEVELOPMENT These notes give an indication of the types of behaviour observed at differing stages of student development. It cannot detail every behaviour and is given to support the EXPERT JUDGEMENT of educators in making decisions when assessing students. Please note some of the aspects of student performance will vary between bandings.  Core behaviours are described for each banding with additional information given to guide the selection of marks within bands.  Please refer to this:  a) At the HALF WAY REVIEW to guide students in identifying the next steps in their development. It is not used as a graded assessment at this point.  b) When completing the FINAL ASSESSMENT PEA report to guide grading of the student at the end of placement.  These levels aim to support the expert opinion of educators in giving a ‘general sense’ of what is typical for each level. Students should not be required to exhibit every behaviour at any level in order to achieve a given grade at final assessment. Educators may have a sense that a student is performing at a given level but the description given here may not describe this adequately. If this is the case please give examples of the skills that are being credited in the comments section of the PEA.  This is designed for second year students and therefore educators can use the WHOLE SPREAD OF MARKS.  Please note;   * The complexity of a client, workplace and the student’s previous experience may determine the amount of supervision that is needed. Students may need more support where complexity or a new situation occurs and allowance can be made for this. * With regard to levels at a PASS 40% (in the PEA) and above, it is assumed that the student will have met the requirements of the previous bands. * Students must pass all outcomes with all client groups to pass the assessment   *Notes:*  *Complexity is defined where a number of features about the client or workplace setting combine to create complexity.*  *“Familiar client” or situation is used to denote those clients or situations that the student will have had prior experience of whilst on this placement.* |
| **Excellent – Outstanding (70% - 100%: 1st)** An outstanding performance exceeding the expectations for a second year student across all aspects of the placement.  Outstanding   * Professionalism- contributes to the placement by attitude or work * Depth of current knowledge knowledge * Ability to apply this to practice and clinical thinking * Able to focus on client rather than self * Evaluation and reflection show exceptional insight * Communication skills with ‘familiar’ clients are developing very well; able to read client’s communication need, to build and maintain rapport. * Developing ability read clients, cognitive, psychological, motivational or emotional needs, student shows real aptitude and intuition in responding to clients’ needs * Copes well with adversity |
| **Exceptional: 90-100%** This grade is awarded to a small number of students who are consistent across all elements of the assessment criteria. Students that perform at an exceptional level, and may be above the level expected for this point in their training. They demonstrate exceptional analytical, problem solving or creative skills. High level of independence of thought or action, depending on the setting. Few if any errors. |
| **Outstanding: 80-89%**Students are consistent across all elements**.** Likely to be independent and can engage critically and analytically with the client data. Use of theory and evidence applied throughout |
| **Excellent: 70-79%** An extremely well developed student showing clear knowledge and an ability to interpret and apply their knowledge, synthesises information from a number of sources. Significant insight and ability. Evidence of extensive study. |
| **Very Good Pass (60 – 69% 2.1)** A very competent performance and above the average expected for a second year student. Overall performance is highly satisfactory. All learning outcomes have been met and surpassed. Largely consistent but some areas still developing  Very competent   * Personal and professional – contribute by attitude or work in some areas * Good depth of current knowledge * Sound insight knowledge and ability to apply theory to practice * Good ability to focus on client and situation rather than own needs most of the time * Mainly accurate reflective, evaluation of sessions, although may lack some confidence * Understands and can identify some aspects of the holistic approach to assessment and delivery of care * Shows initiative and is active in seeking information * Developing ability read clients, attention cognitive, psychological, motivational or emotional needs, * Developing ability to adjust own communication skills |
| **68%** The student is reaches all of the criteria for this banding and is progressing towards the next banding. The student shows consistency and a depth of understanding and independence |
| **65%**The student is progressing well with the skills outlined above but still needs to consolidate. The student may not be completely consistent or need more depth with some elements- skills are emerging |
| **62%:** The student is at the start of developing the skills outlined above and may have an uneven profile across skills. Understanding may be superficial and needs to develop depth |
| **Good (50 – 59% 2.2 )** A good performance at the level expected for a second year meeting all the learning outcomes, may be some variation across competencies but overall performance is solid.  Student is competent   * Good standard of personal and professional development. Shows initiative * Beginning to contribute to situation by attitude or work * Knowledge of main theory is fair although may need discussion to apply this accurately to problem solving * Beginning to focus on client for some of the time rather than own needs * Understands the principle of holistic approach and can make some relevant suggestions * Communication skills with ‘familiar’ clients are developing well with feedback; able to read client’s communication needs, to build and maintain rapport. * Developing ability read clients, cognitive, psychological, motivational or emotional needs. * Developing ability to adjust own communication skills with support and experience * Good insight and reflection developing. |
| **58%** The student reaches all of the criteria for this banding and is progressing towards the next banding. The student shows consistency and a depth of understanding and independence |
| **55%** The student is progressing well with the skills outlined above but still needs to consolidate. The student may not be completely consistent or need more depth with some elements- skills are emerging |
| **52%** The student is at the start of developing the skills outlined above and may have an uneven profile across skills. Understanding may be superficial and needs to develop depth |
| **Pass (40 – 49% 3rd ) (***Students must pass every outcome in order to pass the placement)*  The student meets a level of competence in the important aspects of practice and understands the basic principles and concepts sufficiently well. There may be some weaknesses or emerging competencies but overall the learning outcomes have been met at a level of threshold competence  Student shows threshold ability   * Sufficient level of personal and professional development * Student shows initiative in contributing to the everyday demands of the workplace * To learn from the experiences gained and transfer learning to some similar situations with support * Identifies the main knowledge base for intervention although may need support to apply this to solving problems, some material may not be fully understood * Recognises client needs paramount but lack of automaticity in own skills means still needs to focus on own performance some of the time. * Some awareness of holistic perspective * Reflects on main strengths and weaknesses for self and client, and makes changes in response to feedback in one or two key areas * Communication skills with ‘familiar’ clients are developing with feedback; able to read client’s communication need, to build and maintain some rapport. * Developing ability to identify clients’ attention cognitive, psychological, motivational or emotional needs although student may need support to adjust to this, but student makes changes in response to feedback. * Developing ability to adjust own communication skills with support and experience |
| **48%:**  The student reaches all of the criteria for this banding and is progressing towards the next banding. The student shows consistency and a depth of understanding and independence |
| **45%:** The student is progressing well with the skills outlined above but still needs to consolidate. The student may not be completely consistent or need more depth with some elements- skills are emerging |
| **42%**: The student is at the start of developing the skills outlined above and may have an uneven profile across skills. Understanding may be superficial and needs to develop depth but is safe with the key skills and educator is confident that the student has the ability to develop their skills without constant guidance and supervision |
| **Fail (0-39%)**  An unsatisfactory performance below the level expected from a second year student. Occasional good work but inconsistent or unable to transfer learning from one situation to another  May be unsatisfactory   * Needing high degree of support to identify key aspects of a client; understand the situation and apply logical clinical decision making; seeks help for most decisions * May not identify the correct areas of theory or theory is weakly developed or patchy understanding of basic theory/practice/assessment/diagnosis etc. * Insufficient degree of progress or speed of progress, despite support and supervision. * Lack of ability to reflect on own skills – lacks awareness of level required * May be highly focussed on own performance * Does not take responsibility for own learning or take advantage of the learning opportunities * Problems with communication skills with ‘familiar’ clients; problems reading client’s communication, attention cognitive, psychological, motivational or emotional needs even with additional support * Problems developing or maintaining rapport or relationship * Difficulty adjusting own communication skills even with support and experience * Problems identified with personal or professional skills. * Inability to take initiative or appreciate or contribute to the everyday demands of the workplace |
| **38%:** Insufficient response to assessment criteria, student may have some areas which are developing well, but overall in essential areas does not attain pass criteria. Weakly developed areas of understanding or skill development. Lack of progress with personal or professional development or communication skills. |
| **35%:** Poor response to assessment criteria, shows weak understanding of underlying concepts or principles or ability to apply theory to practice.Lack of progress with personal or professional development or communication skills. Some areas of better ability |
| **<30%:** Overall very poor response to assessment criteria, student falls short of achieving the learning outcomes. Demonstrates little knowledge and understanding of essential concepts and principles. Significant concerns or ongoing lack of progress with personal or professional development or significant problems in core area such as of communication skills. |

# HALF WAY REVIEW

Please note that the HALF WAY REVIEW is mostly formative and not graded with the exception of Outcome 1 ( see below).

Students must achieve either Satisfactory or Developing FOR EACH VALUE STATEMENT.

|  |  |  |  |
| --- | --- | --- | --- |
| GENERIC SKILL 1. **Outcome 1**  *Module Learning Outcomes:(5,6)*  *Key Aspects*: | HALF WAY  REVIEW | HALF WAY REVIEW | HALF WAY REVIEW |
| **UNSATISFACTORY** | **DEVELOPING** | **SATISFACTORY** |
| Understands that client needs are paramount |  |  |  |
| Actively participates in the development of own clinical competencies |  |  |  |
| Attends as required and informs as expected in cases of genuine exception. Manages time |  |  |  |
| Takes advantage of the learning opportunities on offer/ prepares as required for placement |  |  |  |
| Student complies with HCPC and service policy; confidentiality, equality and diversity, dress, ethics, health and safety etc. |  |  |  |
| Balances own needs with the needs of the service /supervisor |  |  |  |
| Treats people with respect/ non-discriminatory etc. | **DD** |  |  |
| Understands own professional limits and competencies and works within professional boundaries |  |  |  |
| Responds to feedback about knowledge, skills and attitude in an appropriate manner |  |  |  |
| Maintains appropriate and respectful professional relationship with clients and colleagues |  |  |  |
| Refrains from making disparaging or unprofessional remarks about the competency of colleagues |  |  |  |
| Student has appropriate communication skills or shows potential for development. |  |  |  |
| **Comments**  *Please note areas where feedback has been given and acted upon, or aspects for the student’s continuing development* | | | |

|  |  |
| --- | --- |
| GENERIC SKILL 2. **Outcome 2**: **Ability to use reflective practice and continuing professional development**  *( Module LO 1,-7)*  Takes advantage of all learning opportunities and uses resources appropriately (feedback from educator, peers, research, books, literature etc.)  Developing ability to reflect on own clinical strengths and learning goals  Organises and takes responsibility for own learning/professional development  Ability to use reflection to evaluate client sessions and tasks and formulate action plans, use of critical judgement  Ability to engage with supervision and makes positive changes in performance in response to feedback in timely manner  Appropriate level of independence for planned tasks |  |
| GENERIC SKILL 3. **Outcome 3:** **Clinical Reasoning**  **Demonstrate knowledge and clinical reasoning in all elements of the clinical process; assessment, intervention planning etc**.  *(Module LO; 1-6)*  Identifies appropriate knowledge  Makes connections between client information, client needs, data, etc.  Formulates short term plans or understands the plans set by others  Explains rationale for actions  Draws on the relevant knowledge and theory  Explains rationale for actions in sessions  Starting to evaluate the efficacy of actions | Comments |
| GENERIC Skill 4. **Outcome 4: Clinical Communication Skills**  Builds rapport; empathy, reads and uses verbal and non-verbal communication  Adapts communication and language  Uses appropriate strategies  Developing ability to provides explanations to client/carer/colleagues  Can reflect on features of own communication skills and see impact on others | Comments |
| CLINICAL SKILL 1. **Outcomes 5 and 6: AssessmentandInterpretation**  *(LO;1-6)*  *(NB Students will not have encyclopaedic knowledge of all formal assessments)*  Identifies the main condition/symptoms/behaviours requiring investigation  Formulates an assessment plan; informal, formal, holistic  Carries out assessment.  Identifies gaps in information needed  Analyses and interprets clinical information/data  Generates some logical clinical description or diagnosis  Technical skills such as transcription developing | Comments |
| CLINICAL SKILL 2. **Outcome 7: Developing a management plan and session planning** *(Module LO 1-7,)*  Sets some sensible short term or session goals based upon client needs and information  Some awareness of holistic perspective  Suggests some contingency  Chooses appropriate materials and methods  Able to suggest some sensible rationales for actions | Comments |
| CLINICAL SKILL 4. **Outcome 8: Carrying out planned assessment /intervention sessions** *( Module LO;4,5,6,7)*  Builds on rapport and maintains client interest/relationship  Uses appropriate method and material  Manages aspects of session; pace, opening and closing, balance and progression of activities, students flexibility etc.  Introduces, presents and closes session  Provides feedback as appropriate | Comments |
| CLINICAL SKILL 5. **Outcome 9:**  **Written communication** *(Module LO 1-6)*  Keeps accurate and contemporaneous records-developing skill  Written language is at appropriate level for tasks  Professional style of writing in non-clinical communication (e-mail)  Contributes to administrative tasks. | Comments |
| **Outcome 10:**  **Placement set outcomes** *(LO; any)*    This section is to provide an opportunity to comment on student development in specialist, advisory, training, signing, etc. settings. For instance ALD, training, dysphagia, hearing impairment etc. (any experience not described by any of the other learning outcomes) | Comments |

# ALERT FORM

|  |  |  |  |
| --- | --- | --- | --- |
| Alert Form – Please outline plan below  Please return this form to the university in envelope provided | | | |
|  | | | |
|  | | | |
| In cases where concern has already been raised what has been done to address this? | | | |
|  | | | |
| Resulting from this review of progress my student is: | | Tick | |
| All elements for Outcome 1 are graded as Developing or Satisfactory | | YES | NO |
| Progressing well and there are no concerns. Works well with supervision | | GREEN: | |
| Progressing well with support, but in order to pass, student must address the development plan. | | AMBER: | |
| Raising concerns and the student must address the development plan. The student is in danger of failing | | RED: | |
| There are concerns about meeting the learning outcomes on placement? | | YES | NO |
| Student Name: | Signed: | Date: | |
| Educator Name: | Signed: | Date: | |

# 

# PRACTICE EDUCATOR ASSESSMENT REPORT (PEA)

#### Final Assessment

**De Montfort University, Department of Human Communication**

**Year 2 Placement**

**Notes for Practice Educators.**

This section is completed at the end of placement in order to grade a student’s achievement over the placement period as a whole. Practice Educators are asked to complete the PEA Report as fully as possible and are encouraged to add evidence to support their decisions. Students are expected to be involved in the assessment process and must provide evidence to support their opinions.

This PEA Report makes explicit the Learning Outcomes that are deemed necessary for students in order to achieve clinical competence, and relate to the Learning Outcomes for the SALT 2022 module (page 3)

The PEA consists of 10 Learning Outcomes, each giving key aspects of performance.

* Outcomes 1-4 describing generic skills: to be considered in all aspects of the placement: personal and professional development; knowledge and clinical reasoning; continuing professional development and communication skills.
* Outcomes 5-9 refer to case management
* Outcome 10 allows for educators to set specific placement aims if applicable

Students must pass all applicable outcomes with each client group in order to pass the placement (see below failing students) Students must be graded ‘Satisfactory’ for all of the value statements at the final assessment for Outcome 1.

**Key Aspects**

Each outcome lists key features which can be considered as prompts or suggestions as to what might be considered under any given outcome. It is not necessary to comment on every feature.

**Grading the Outcomes**

The Personal and Professional development section requires the students to pass for every value statement. This is in recognition of the essential nature of these skills and the necessity for them to be satisfactory throughout. However some students will feedback on these skills and a comments section is given for educators to give details if needed.

For all other outcomes please use the ‘Levels of Student Development’ to support your judgement in grading your student against the key aspects of performance for each outcome.

Please note:

* With regard to levels at a PASS and above, it is assumed that the student will have met the requirements of the previous bands.
* Educators who have not observed the student for any one of the clinical outcomes or do not feel the student has had sufficient experience in any are to be graded can choose **“NOT APPLICABLE” (NA)** for that outcome without disadvantaging the student.
* Students do not have to exhibit every behaviour to achieve a given grade. The descriptors are given to guide the judgement of the educators in giving a, “general sense” of what might be expected at each level.

**Overall rating**

Educators are also asked to give an overall rating for placement which should be based on the educators judgement of the student performance of over the whole placement, giving due recognition to improvement. This may reflect a qualitative judgement not covered by the stated learning outcomes. Evidence for this decision should be cited in the comments sections and areas for development.

Students will have listed their personal learning objectives and both student/ educator are asked to make comment about any progress achieved towards these aims in this section.

**Progression**

Students must pass in every applicable outcome and the overall grading to PASS the PEA and therefore their placement. Students must also normally pass *both* the Practice Educator Assessment Report and the University Tutor Assessment Report to progress into level 3 of the programme. Students who fail on any applicable learning outcome in the (PEA) Practice Educator Assessment Report (s) or the overall grading will automatically fail the report. Students on mixed placements (adults and children) or across services must pass all outcomes with each client group. A grade of FAIL from either the Practice Educator (or the University Tutor) will require the student to undertake a further period of supervised clinical practice.

**Signing the form**

The form is to be signed by both educator and student. This is to ensure that students have seen the report, although no agreement is implied on behalf of the student. Practice Educator Assessment forms are also used by University staff when writing references for students.

**PLEASE NOTE THAT THIS ASSESSMENT IS DESIGNED FOR 2ND YEAR STUDENTS AND THE LEVELS GIVEN COVER THE ENTIRE ABILITY RANGE DEMONSTRATED BY STUDENTS AT THIS LEVEL OF THEIR TRAINING. WE WOULD EXPECT A SPREAD OF MARKS ACROSS STUDENTS WITH THE MAJORITY OF STUDENTS BEING WITHIN THE MIDDLE BAND OF MARKS.**

**Section 2: PRACTICE EDUCATOR ASSESSMENT REPORT (PEA)**

*(for use at the end of the placement period)*

*Please select a box that best describes the student level of performance taking into consideration the key aspects outlined. Please also refer to LEVELS OF STUDENT DEVELOPMENT( page 8)*

|  |  |  |
| --- | --- | --- |
| GENERIC SKILL 1. **Outcome 1: Personal and Professional development.** *(Module Learning Outcomes:5,6)* | FINAL ASSESSMENT | |
| **SATISFACTORY** | **UNSATISFACTORY** |
| Understands that client needs are paramount |  |  |
| Actively participates in the development of own clinical competencies |  |  |
| Attends as required and informs as expected in cases of genuine exception. Manages time |  |  |
| Takes advantage of the learning opportunities on offer/ prepares as required for placement |  |  |
| Student complies with HCPC and service policy; confidentiality, dress, ethics etc. |  |  |
| Balances own needs with the needs of the service /supervisor |  |  |
| Treats people with respect/ non-discriminatory etc. |  |  |
| Understands own professional limits and competencies and works within professional boundaries |  |  |
| Responds to feedback about knowledge, skills and attitude in an appropriate manner |  |  |
| Maintains appropriate and respectful professional relationship with clients and colleagues |  |  |
| Refrains from making disparaging or unprofessional remarks about the competency of colleagues |  |  |
| *Please comment on any areas needing further development* |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | | | | | | | | | | |
| GENERIC SKILL 2. **Outcome 2: Continuing Professional development. Use of reflective practice and ability to behavioural change in response to supervision and feedback.**  **Generic Skill 2**  **Key Aspects:** *(Module LO: 1-7)*   * Organises and takes responsibility for own learning/professional development * Takes advantage of all learning opportunities and uses resources appropriately   (feedback from educator, peers, research, books, literature etc.)   * Developing ability to reflect on own clinical strengths and learning goals * Ability to use reflection to evaluate client sessions and tasks and formulate action plans, use of critical judgement * Ability to engage with supervision and makes positive changes in performance in response to feedback in timely manner * Appropriate level of independence for planned tasks   ***Please circle allocated mark*** | | | | | | | | | | | | | | | | | | | | |
| **Fail** | | | **Pass** | | | **Good Pass** | | | **V. Good Pass** | | | **Excellent** | | | **Outstanding** | | | **Exceptional** | | |
| **30** | **35** | **38** | **42** | **45** | **48** | **52** | **55** | **58** | **62** | **65** | **68** | **72** | **75** | **78** | **82** | **85** | **88** | **92** | **95** | **98** |
| Comments/Evidence | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| GENERIC SKILL 3. **Outcome 3: Demonstrating knowledge and clinical reasoning**  **Key aspects:***(Module LO:2-7)*   * Draws on relevant knowledge and theory and developing ability to apply * Makes connections between some aspects of a situation; client information and data; client needs; theory etc. * Formulates short term or session intervention plans * Explains rationale for actions * Evaluates the efficacy of actions and can suggests changes to short term and session plans   ***Please circle allocated mark*** | | | | | | | | | | | | | | | | | | | | |
| **Fail** | | | **Pass** | | | **Good Pass** | | | **V. Good Pass** | | | **Excellent** | | | **Outstanding** | | | **Exceptional** | | |
| **30** | **35** | **38** | **42** | **45** | **48** | **52** | **55** | **58** | **62** | **65** | **68** | **72** | **75** | **78** | **82** | **85** | **88** | **92** | **95** | **98** |
| Comments/Evidence | | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| GENERIC SKILL 4.**Outcome 4: Clinical Communication Skills:**  **Key aspects:***(Module LO:1-7)*   * Demonstrates an understanding of the relevance of good communication skills to client care. * Reads non-verbal and verbal communication needs of others * Listens and responds appropriately to client and significant others * Builds rapport and positive relationships. * Developing ability to meet cognitive, psychological, emotional or motivational needs of client * Developing ability to adjust own communication skills and language to the needs of others * Uses appropriate strategies/ techniques * Ensures client’s needs paramount * Developing ability to provide some information to clients, carers etc. * Exhibits professional communication skills with colleagues; introductions, communication exchange in supervision with educator etc.   ***Please circle allocated mark*** | | | | | | | | | | | | | | | | | | | | |
| **Fail** | | | **Pass** | | | **Good Pass** | | | **V. Good Pass** | | | **Excellent** | | | **Outstanding** | | | **Exceptional** | | |
| **30** | **35** | **38** | **42** | **45** | **48** | **52** | **55** | **58** | **62** | **65** | **68** | **72** | **75** | **78** | **82** | **85** | **88** | **92** | **95** | **98** |
| Comments/Evidence | | | | | | | | | | | | | | | | | | | | |

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| CLINICAL SKILL 1. **Outcome 5: Planning and carrying out assessment.** *( Module LO: 1,2)*  *Key Aspects:*   * Recognising and describing symptoms and patterns of the communication disorders that are seen regularly on placement communication,(including eating and drinking and swallowing) * Ability to identify some key areas needing assessment (comprehension, attention, swallowing etc.) * Ability to suggest an appropriate assessment process (formal, informal, observation etc.) * Ability to carry out ‘familiar’ assessments with necessary competence following planning * Technical skills such as transcription show sufficient development * Developing ability to identify and apply relevant theory * Developing ability to think holistically   ***Please circle allocated mark*** | | | | | | | | | | | | | | | | | | | | |
| **Fail** | | | **Pass** | | | **Good Pass** | | | **V. Good Pass** | | | **Excellent** | | | **Outstanding** | | | **Exceptional** | | |
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| Student has not had sufficient opportunity on this placement to assess this outcome  N/A  Comments/Evidence | | | | | | | | | | | | | | | | | | | | |
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| CLINICAL SKILL 2. **Outcome 6: Interpreting Assessment Data:**  Key aspects:(*Module**LO:1,2,3,4)*   * Uses SLT specific knowledge and skills to describe and analyse data * Developing ability to analyse and understand results from information gathering and assessment in the light of client needs * Developing ability to generate a profile of the strengths and weaknesses of the client based on information gathered * Developing ability to link aspects of the data gathered together and generate some key hypotheses regarding clinical description/differential diagnosis * Developing ability to understand some key implications of assessment results for intervention planning(may lack holistic view or be uni-dimensional) * Developing ability to reports findings effectively orally and in writing and explain rationale for main actions * Draws on main areas of theoretical knowledge   ***Please circle allocated mark*** | | | | | | | | | | | | | | | | | | | | |
| **Fail** | | | **Pass** | | | **Good Pass** | | | **V. Good Pass** | | | **Excellent** | | | **Outstanding** | | | **Exceptional** | | |
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| Student has not had sufficient opportunity on this placement to assess this outcome  N/A  Comments/Evidence | | | | | | | | | | | | | | | | | | | | |
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| CLINICAL SKILL 3**. Outcome 7: Intervention Planning:**  Key aspects: *(Module LO:1-7))*   * Suggests one or two realistic short term goals based upon client needs and information from assessment * Can suggest some session aims or show an understanding of aims set by others and understand how this relates to the short term goals * Draw on/uses the relevant theory/client data to explain rationale or approach taken * Ability to choose suitable materials and methods for session and give rationale for choices * Takes account of client attention, motivation, emotional and /or cognitive needs in planning session * Can make some sensible suggestions for contingency * Understand why it is necessary to share information and can suggest how this might be achieved for some aims, and can identify key significant people for liaison   ***Please circle allocated mark*** | | | | | | | | | | | | | | | | | | | | |
| **Fail** | | | **Pass** | | | **Good Pass** | | | **V. Good Pass** | | | **Excellent** | | | **Outstanding** | | | **Exceptional** | | |
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| Student has not had sufficient opportunity on this placement to assess this outcome  N/A  Comments/Evidence | | | | | | | | | | | | | | | | | | | | |
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| CLINICAL SKILL 4. **Outcome 8:** **Carrying out assessment or intervention session**  *Key aspects:* **(***Module LO 4,5,6,7)*   * Builds on and maintains client interest and rapport/ relationship during session * Manages time, space and equipment within session * Pace, appropriacy, balance and progression of activities * Introduces, presents and closes session * Ability to explain and engage client in decisions as appropriate * Facilitates client participation by using clear instructions, modelling, etc. * Ability to support client’s skill development as appropriate; pays attention to client’s responses * Ability to meet session aims * Provides appropriate feedback (verbal, non-verbal) showing an understanding of the aims of the session * Records as appropriate * Monitors and evaluates own and client responses   ***Please circle allocated mark*** | | | | | | | | | | | | | | | | | | | | |
| **Fail** | | | **Pass** | | | **Good Pass** | | | **V. Good Pass** | | | **Excellent** | | | **Outstanding** | | | **Exceptional** | | |
| **30** | **35** | **38** | **42** | **45** | **48** | **52** | **55** | **58** | **62** | **65** | **68** | **72** | **75** | **78** | **82** | **85** | **88** | **92** | **95** | **98** |
| Student has not had sufficient opportunity on this placement to assess this outcome  N/A  Comments/Evidence | | | | | | | | | | | | | | | | | | | | |

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| CLINICAL SKILL 5**. Outcome 9 : Written Communication- managing clinical records to service guidelines** *(Module LO: 1-6)*     * Keeping accurate, contemporaneous records * Written language is adequate for professional record keeping * Reports findings effectively * Written communication in areas such as e-mail is appropriate and professional * Carries out administrative tasks (telephone calls, messages etc.)   ***Please circle allocated mark*** | | | | | | | | | | | | | | | | | | | | |
| **Fail** | | | **Pass** | | | **Good Pass** | | | **V. Good Pass** | | | **Excellent** | | | **Outstanding** | | | **Exceptional** | | |
| **30** | **35** | **38** | **42** | **45** | **48** | **52** | **55** | **58** | **62** | **65** | **68** | **72** | **75** | **78** | **82** | **85** | **88** | **92** | **95** | **98** |
| Student has not had sufficient opportunity on this placement to assess this outcome  N/A  Comments/Evidence | | | | | | | | | | | | | | | | | | | | |
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| **Outcome 10:**  **Setting learning outcomes that are specific for a particular clinical setting**  *(Module LO:any)*  *This section is to provide an opportunity to credit your students understanding and development in specialist, advisory, training, signing etc., settings. For instance ALD, preventative work, dysphagia, training, hearing impairment etc. (any experience not described by any of the other learning outcomes).*  ***Please circle allocated mark*** | | | | | | | | | | | | | | | | | | | | |
| **Fail** | | | **Pass** | | | **Good Pass** | | | **V. Good Pass** | | | **Excellent** | | | **Outstanding** | | | **Exceptional** | | |
| **30** | **35** | **38** | **42** | **45** | **48** | **52** | **55** | **58** | **62** | **65** | **68** | **72** | **75** | **78** | **82** | **85** | **88** | **92** | **95** | **98** |
| NA  Comments/Evidence | | | | | | | | | | | | | | | | | | | | |

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| PLACEMENT SUMMARY –OVERALL RATING FOR PLACEMENT | | | | | | |
| FAIL | PASS | | GOOD PASS | | VERY GOOD PASS | EXCELLENT |
| AREAS OF STRENGTH | | | | | | |
| AREAS TO DEVELOP | | | | | | |
| SUMMARY COMMENTS | | | | | | |
| STUDENT COMMENTS | | | | | | |
| Number of session completed by student (session =1/2 day) | | /40 | | Comments if any: | | |
| SIGNED EDUCATOR | |  | | DATE | | |
| SIGNED STUDENT  *(To state that the report has been seen)* | |  | | DATE | | |

# Appendix 1

# Protocol for Visits

Visits by university staff are offered, if requested by a practice educator or student, at any time where difficulties arise either with student learning or the learning opportunities offer in placement. Visits may be requested by practice educator or student.

**Protocol for Visits**

Visits may be requested at any time that difficulties arise, but when a student receives a ‘red alert’ a visit will be offered.

The Aims of a visit will be to;

* Support the student and practice educator
* Review the learning objectives and discuss student’s progress in the context of ongoing feedback and half way review information with references to the half way review
* To discuss any particular issues raised by the practice educator or the student.
* Identify a set of agreed outcomes for the placement and student support.
* To summarise the outcomes of the visit
* Observe the student if requested by clinician

It is helpful for a named practice educator to be the main contact point for the university and to collect and co-ordinate the views of the other practice educators involved with the supervision of the student if possible. It is not necessary for the university tutor to meet all of the practice educators unless it is felt to be necessary by the service.

**There should be:**

1. A discussion with the student about progress made on the placement, specific issues or concerns and progress towards the outcomes.
2. A discussion with the practice educator about issues of concern, and the student progress towards the learning outcomes
3. A general discussion of the issues to be discussed, involving the practice educator, student and university tutor.
4. A summary of the agreed outcomes of the visit and actions to be taken by student, practice educator and university tutor.

**Arrangements for the visit**

* Identified lead practice educator will be contacted following the receipt of a red alert or any other request by student or educator
* Student will provide the visiting university tutor with clear directions about how to find the venue.
* The student should be made aware of the type of visit that has been planned in advance.