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1. INTRODUCTION

This document contains information specifically related to the MSLS stage 4 Service Quality Improvement Placement in semester 1.

The document should be read in conjunction with the 'General Placement Pack', where more detailed information regarding Newcastle University placement procedures can be found.

Prior to each placement, students are encouraged to read their 'Student Placement Handbook'; the student equivalent to the Practice Educator handbooks.

Practice educators can access placement documentation, including documents produced for students, via the university Extranet. This is a password protected site. You should approach your CCC representative for password details.

1. DATES OF PLACEMENT

29/9/25 – 12/12/25

This Semester 1 placement is 1 day per week (Monday, Wednesday or Friday) Practice Educator contact. The students can reasonably be expected to spend some further time during week working independently on their Service Report Project.

2. AIMS OF PLACEMENT

The module provides clinical practice that will allow students to implement, under supervision, a case based management approach, applying theory of assessment and intervention with reference to the evidence base, and to evaluate their own performance. The module provides the opportunity to build on the clinical skills developed in Clinical and Professional Education III. You will also undertake a clinic based project involving a clinical audit, service evaluation or service development.

Knowledge Outcomes

1. Apply theory to assessment selection and to interpret assessment data
2. Critically question and compare assessment and treatment procedures
3. Apply theory to plan intervention, which is appropriate to the client
4. Apply theory to evaluate the effectiveness of intervention
5. Understand the role of other professionals involved in the management of clients with communication and/or swallowing difficulties
6. Understand issues related to prioritisation
7. Understand a specific issue related to service evaluation (as relevant to the particular service/placement)

Skills Outcomes

1. To implement assessment and treatment, using a case-based problem solving approach
2. To develop clinical skills to allow the delivery of assessment and intervention to clients with communication difficulties.
3. To evaluate own clinical performance
4. To liaise with or work alongside other members of the multi-professional team as appropriate to the placement
5. To manage a small caseload

3. EXPECTED CONTENT

The clinic should include two components:

1. a small caseload where the student is responsible for the assessment and/or management of clients
2. a service evaluation project relevant to the host service

Practice educators are required to attend preparatory workshops held at the university, to discuss service evaluation project design more generally and suitability and scope of the project idea. Practice educators will receive support for shaping the project from a member of staff at the university.

4. CASELOAD REQUIREMENTS

Number of clients: Manage approximately two clients for one session (1/2 day) (this may comprise two individuals or one individual and a group etc.) or whatever is appropriate for your service delivery model.

A service related project for the second session. The project may or may not involve client contact. **Please note: Practice Educators should provide a copy of the final project summary form to students before/at the start of placement.**

Type of client: Any client with speech, language and/or swallowing disorders.

Preparation time: No/minimal preparation time for client management is specifically allocated within the client-related session. The project-related session will likely involve planning/discussion time and may involve gaining access to the University/other library. The students can reasonably be expected to spend some further time during week working independently on their Service Evaluation Report Project. It is suggested that students dedicate approximately half a day per week in addition to placement sessions.

5. ASSESSMENT

Semester 1

Written Service Evaluation Report (to be examined by the University with comments from the Practice Educator) (50%)

Clinical Evaluation Report – competency based assessment

6. IN THE EVENT OF ANY PROBLEMS...

Sometimes problems are encountered on placement. These may relate to concern over the student's progress, uncertainty around expectations or worries around possible failure. In these instances, it is extremely important that we talk with you about your concerns. If you have already discussed these with your colleagues and/or Manager and feel that you need advice or further discussion, please do not hesitate to contact us. We need to support you in these situations as well as ensure that the student has had an opportunity to fairly address your concerns during the course of the placement. Please contact the Director of Clinical Education (Helen Raffell). Depending on the level and nature of your concern, we will discuss these over the telephone or arrange to visit you and the student immediately.

There are clear guidelines in place setting out the procedures in the event of failure in clinical assessments – you can access this information from your CCC or SPEC representative, or contact us to discuss.

USEFUL CONTACT NUMBERS ...

Director of Clinical Education: Helen Raffell (0191 208 8763)
helen.raffell@newcastle.ac.uk

Service Quality Improvement Queries: Janet Webster (0191 208 5235)
janet.webster@ncl.ac.uk

Placement Coordinator: Lucinda Somersett (0191 208 5196)
lucinda.somersett@ncl.ac.uk

Clinical Education Assistant: Bethany Jones (0191 208 7385)
SLSClinic@ncl.ac.uk

7. PRACTICE EDUCATOR CHECKLIST

The aim of the checklist is to summarise the main events that are encouraged during each clinical placement. The checklist reflects a number of recent changes to clinical placement education, whereby students are encouraged to make clear links between approaches introduced during teaching and application to clinical cases.

When ...	Activity	Guidance (section(s) of pack)	Completed (✓)
Before the placement begins...	- CCC reps/Practice Educator (PE) send placement information packs to students <i>(including details of the project)</i> - <i>Students send an electronic version of their Placement Passport to PE(s)</i>	8	
	PEs refer to placement packs for information, guidance and placement preparation (PE Placement Handbook & Placement Specific Pack)		
At the start of the placement..	Discussion of Personal Clinical Goals (within Placement Passport)	8	
During the placement...	Mid-placement evaluation (using mid-placement review record sheet)	10	
	Students to complete 'My Cases' section of ePortfolio for <i>at least 2 clients</i> whilst on placement. Students to submit printed copy to PE(s)	8 Appendix ii	
	Students encouraged to record experiences and reflections on their Clinical ePortfolio, as part of the supervisory process	8	
	PEs to provide opportunity for inter-professional learning and / or dysphagia, where possible	8 8	
At the end of placement..	Students to complete their sections of the final CER first and submit to PE(s)	9	
	Final Evaluation (CER)	9,10	
	Practice educators post completed Clinical Evaluation Report(s) to the Clinical Secretary		

8. CLINICAL PASSPORT & E-PORTFOLIO

The clinical passport is a student-held record of clinical placement experience and is the document that students take to each placement. The clinical ePortfolio facilitates student learning on each placement and allows demonstration of learning, providing evidence for the Clinical Evaluation Report. The clinical ePortfolio is integrated within the main university ePortfolio.

The clinical passport and clinical ePortfolio are similar to the on-line tools used by qualified Speech and Language Therapists to record evidence of their continued professional development; this is a mandatory requirement of the HCPC.

Clinical Passport

The clinical passport contains information relevant for the placement provider and practice educators. The information within the passport enables practice educators to gain an idea of a student's previous experience and learning needs and can assist with placement planning. It also provides essential information about fitness to practise.

The clinical passport has a number of sections:

- Introducing myself
- Record of placement experience
- Training record
- Health and/or disability information
- Personal clinical goals
- Placement letter

Introducing myself

Students share information about themselves with practice educators.

Record of Placement Experience

This is a detailed record of a student's clinical experience and attendance for each placement; it builds over time. The record breaks down previous experience by setting and by client group. This helps practice educators to think about the opportunities that may be available on placement and the support the student may require.

Training Record

This section allows students to record any relevant training they have undertaken. This will include the pre-placement training carried out at the university e.g. information governance, safeguarding sessions, any additional statutory and mandatory training completed during placements e.g. infection control, plus any additional relevant training students have carried out for interest or as part of a voluntary role e.g. Makaton training.

Health and/or Disability Information

This section contains information for the clinical educator about health conditions or disability. This includes any recommendations/adjustments that have been provided by student wellbeing or occupational health and a risk assessment if needed. Where relevant, the content of this section will be agreed in discussion between the student and clinical coordinator.

Personal Clinical Goals

The clinical passport will contain a student's provisional personal clinical goals for the current placement. The ePortfolio enables students to develop their personal clinical goals and maintain a record of progress over time (see later section). Prior to placement, students are required to devise goals in preparation for their initial meeting with the clinical educator. These goals are then included in the passport. It is recognised that goals are likely to undergo some change/update following this initial discussion (e.g. goals may be altered in line with opportunities available on a placement).

Placement Letter

The placement letter includes information about DBS date and certificate number, occupational health clearance confirmation, information governance training and safeguarding training. The clinical secretary will issue students with a placement letter which forms an appendix to the passport. The letter provides information for the placement provider but may also need to be shown to other organisations e.g. schools, day centres.

Students are required to update the electronic version of their clinical passport prior to each placement. It is a student's responsibility to send a copy to the practice educators via email as soon as possible before the placement start date.

Clinical ePortfolio

i. My Placements

This enables students to keep a record of their placements.

ii. My Goals

This enables students to develop personal clinical goals and maintain a record of progress. All students are expected to have Personal Clinical Goals in place with his/her clinical educator during all placements. Personal Clinical Goals are set for each clinical placement and worked on in conjunction with practice educators on placement. A student's initial goals are written by students and emailed to practice educators prior to the placement as part of a student's passport.

The goals are drawn up by the student and overseen by the clinical educator which sets out:

- what the student will learn
- how this will happen
- over what time period and
- how the student will evaluate if the clinical goal has been met.

The personal clinical goal sheet is in a format to encourage the student to identify learning goals in each of the areas of competence. It is anticipated that the student will build on previous goals in each competency area in each successive placement.

These have been adapted from Ladyschewsky (1995) and Curtin University, Student Personal clinical goals (1996).

Information on Student Personal Clinical Goals and guidelines for helping students to develop them can be found on the Extranet.

Practice Educator Role:

- Students are required to provide a copy of their Personal Clinical Goals within their clinical passport. The passport is emailed to practice educators prior to the start of placement.
- Students are encouraged to record evidence relating to goals and competencies using the e-portfolio. Practice educators may ask students to refer to their records of evidence on the e-portfolio when completing the CER.

iii. My Cases

Encourages students to apply the Case Based Problem Solving (CBPS) approach to cases whilst on placement.

Students are expected to apply the CBPS Framework when seeing clients on placement and to have considered these stages when presenting cases for assessment e.g. in the case report.

Remember to consider the stages of the ***Problem Solving Decision Process*** and the ***Seven Questions of Clinical Management***.

Practice Educator Role:

- Students should be **encouraged to work through 'My Cases' for at least 2 clients** whilst on placement.
- **Students are asked to submit a printed copy of the 'My Cases' document to their clinical educator.** This ensures students are applying the CBPS framework to clinical management. practice educators can choose how they use this piece of work. It does not have to be marked or commented upon. It can however provide evidence of student's ability that may contribute to assessment of the student (ie the CER) and can be used as a basis for case discussion (this is helpful preparation for the unseen viva assessment).

iv. Inter-Professional Opportunities and Reflections

During each placement, students are required to reflect on the inter-professional aspects of their clinical experience and record their experiences and reflections in their ePortfolio. For example, we ask students to consider:

- Are you working in a team?
- Who are the other professionals involved with your clients?
- What are their roles?
- Can you work alongside other team members and incorporate their goals into your management?
- Can they incorporate yours? Can you explain your goals to them?
- Are there students of other professions on the same site as you that you could talk to/share common clients?
- Do you have the opportunity to attend case conferences?
- How effectively do the teams work?
- What happens when there is conflict?
- Are their hierarchies in the team? Are these effective?
- Do you speak the same language?

Students are encouraged to draw on their vast experience of working in groups (on the course, outside the course e.g. at work, sports teams, committees) and the frameworks they have been given for exploring group membership and development, describing group dynamics and for identifying whether group work is effective. Students may wish to show written reflections in relation to this to you as a basis for discussion.

A number of the competencies that students are expected to develop over the course of the programme relate to effective team-working. Learning to work with other professionals in the workplace is a very important part of providing seamless client-centred care and essential in order to meet the competencies required to work as a Speech and Language Therapist.

A subset of the clinical competencies on the Clinical Evaluation Report relate directly to inter-professional working.

v. Eating, Drinking and Swallowing Opportunities and Reflections

To assist students in drawing on their previous learning within the programme on eating, drinking and swallowing (EDS) and relate this to observations and experiences on placement, students are encouraged to record any clinical experience and reflections they might have during placement that relates to dysphagia in their Clinical ePortfolio.

Each student has a RCSLT Pre-Registration EDS Competencies Hours Log which is to be used on placement to record evidence of experience related to eating, drinking and swallowing. PEs are not

required to arrange specific EDS opportunities for this placement but should sign to verify any EDS experience that the student undertakes as part of the usual placement opportunities.

Practice Educator Role:

- To sign to verify EDS experience on placement.

PEs are not expected to sign off student competencies.

vi. My Blog

This allows students to reflect on any aspect of their clinical or academic work. It is personal 'blog' for students to record and reflect on experiences and is similar to the RCSLT CPD diary. The blog provides an opportunity to develop reflective writing skills whilst facilitating students' learning and is an important part of the reflective model of supervision.

Practice Educator Role:

- Practice educators may encourage students to record their written reflections of sessions, experiences etc. on the e-portfolio. Students are able to print entries from the 'my blog' section to share with their Practice Educator as part of the supervisory process.

9. THE CLINICAL EVALUATION REPORT

The CER lists the competencies that students are expected to develop and demonstrate during the course. The competencies underpin the achieving of the clinical and professional Standards of Proficiency set out by the HCPC. The competencies are organised into six broad areas:-

- **Professionalism**
- **Assessment**
- **Description and diagnosis of the client's communication and/or swallowing**
- **Planning of client management**
- **Intervention**
- **Service delivery**

When completing the report, students and Practice Educators need to review the opportunities that have been available to demonstrate the skill and then consider whether the competency has been met.

Expected level of competency

Students are expected to demonstrate consistent ability in each of the competencies by the end of the course. The levels of competence that the student is expected to achieve by the end of the academic year are in **bold underlined print** on the report form relevant to the year of study. Each competency is rated according to whether the competency is not evident, emerging, competent or not applicable.

Rating Scale

Competent:	The student has demonstrated consistent ability in this area.
Emerging:	The student has demonstrated some ability in this skill and is aware of his/her need to develop it
Not evident:	The student has not demonstrated this skill during his/her placement
Not applicable:	The student has not had the opportunity to demonstrate this skill during the placement

Please note: the competencies relating to the project aspect of this placement are now included within the main CER.

Overall Assessment Mark

Students are awarded an overall mark of **PASS or FAIL**.

PASS: The student has reached competency in most or all areas expected for the corresponding stage of the course

FAIL: The student has not reached the level of competence required for the corresponding stage of the course.

The mark does not form part of the module mark but each CER needs to be passed for students to continue with the clinical programme. Following the mark, there is an opportunity for Practice Educators to comment on particular strengths and areas where improvement has been seen and areas for future development. Students should consider these sections when thinking about their personal clinical goals.

**The CER is emailed to Practice Educators via their CCC Reps with PE Packs.
Copies of the CER are also available on the Extranet.**

You download a version from the SLT University Extranet. Students have access to it on Canvas (University VLE). Please ensure that you are using the current version.

Please complete forms electronically and return via email to the university. Please see guidance within the CER.

If you are unsure how to complete it please contact the DCE for help before you talk to the student about it.

You may also refer to 'Helpful Hints for Completing the Clinical Evaluation Report'.

See below for the procedure for mid-placement and final evaluations.

10. MID AND FINAL EVALUATION

Students receive an evaluation mid-way through the placement and at the end of the placement. The mid-placement evaluation has been identified by students as an essential milestone in their

development. Students should be given advance notice so that they can reflect on where they think they are in relation to achieving their personal goals and meeting the clinical competencies.

The Clinical Evaluation Report (CER) would ideally form the basis of the mid-placement evaluation, drawing on the Student Personal Clinical Goals to ensure that the appropriate competencies are being developed. There is a section on the Personal Clinical Goals to note remarks at both evaluation points. Practice Educators should record the outcome of the mid-placement meeting using a mid-placement review record sheet which identifies clear learning needs and provides the student with clear account of progress at the mid-placement stage. This is signed by the Practice Educator and student and a copy is held by the Practice Educator. **A copy of the form can be found within the main CER.** The completed form should be submitted with the final CER. A copy of the form can also be found within each placement specific pack and on the SLT Extranet. It is advisable to make systematic observations and notes during the course of the placement to act as a basis for giving on-going feedback to the student. This will ensure as objective assessment as possible.

Before the final evaluation the student should be requested to complete their reflections on the CER and submit it in advance to the Practice Educator(s) for the Practice Educator(s) to complete. Detailed comments help the student to reflect on their learning and future development needs. Where more than one Practice Educator is involved, it is recommended that Practice Educators meet and agree how information will be collated and how feedback will be given to the student. **If your assessment of performance is that the student is borderline Pass/Fail, please contact the Director of Clinical Education to discuss the mark before meeting with the student.** Only one CER should be filled out per student.

The **general feedback section** at the end of the CER is important to identify areas of particular strength and to help the student plan for the next stage in their development.

Please ensure students sign the CER during the final feedback session.

11. FEEDBACK TO PRACTICE EDUCATORS

The Speech and Language Sciences Section, in conjunction with the CCC, has introduced a **Clinical Placement/Educator Feedback Form** that is completed by all students at the University immediately following the placement. This feedback is completed electronically by the student and anonymised before a copy is sent to each individual Practice Educator and the Manager. A summary of this feedback (all information anonymous) is collated by the DCE and circulated to and discussed at CCC and SPEC to ensure relevant issues are addressed.

Seven Steps of Clinical Management

1. What is the client's communication profile and diagnosis?
2. Is any action indicated?
3. What are the goals of intervention?
 - a. Ultimate (prognosis)
 - b. Long term (for episode of care)
 - c. Short term (session plan)

Which therapy approach or approaches should be used?

4. What service delivery model should be chosen?

5. How will generalisation be aided?
6. How will the effectiveness of treatment be assessed?
7. What range of options would be available to this client following this episode of care?