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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  Speech and Language Therapy Practice PlacementReport Form Contact1Queen Margaret University , Edinburgh : Rankings, Fees & Courses Details |  Top Universities* SLTSemesterPlacements@qmu.ac.uk
* SLTSummerPlacements@qmu.ac.uk
* [QMU Speech and Language Therapy](https://www.qmu.ac.uk/current-students/practice-based-learning/qmu-speech-and-language-therapy/)

University of Strathclyde | Scotland.org* hass-slt-placements@ strath.ac.uk
 | This form should be completed by the named Practice Educator (PE) and student. Please ensure all relevant sections are completed and signatures provided, where appropriate.

|  |
| --- |
| Student Details  |
| Student name |  |
| Matriculation number |  |
| Name of PAT (QMU)/ Tutor (Strathclyde) |  |
| Programme  | QMU [ ]  Strathclyde [ ]  |
| Placement number | 1 [ ]  2 [ ]  3 [ ]  4 [ ]  5\* [ ]  6\* [ ] \*QMU students only |

|  |
| --- |
| Placement Details |
| NHS Board/Independent Practice *and* address  |  |
| Client group(s) |  |

|  |
| --- |
| Practice Educators |
| Name of PE/s completing the form at midpoint |  |
| Name of PE/s completing the final review |  |

|  |
| --- |
| Placement Evaluation |
| Midpoint | PE has concerns that the student is at risk of failing to meet the placement objectives:Yes [ ]  No [ ]  |
| End  | Pass [ ]  Fail [ ]  |
| Reminder: Eating, drinking and swallowing competencies | Have you signed off any applicable EDS competencies and/or exposure hours completed on this placement?\*Yes [ ]  No [ ] \*For QMU, this is for level 2 students ONLY |
| PE signature: |  | Date**:** |  |
| Student signature: |  | Date: |  |

 |

RCSLT Core Capabilities

The design of the SLT programmes at QMU and Strathclyde are guided by the RCSLT curriculum guidelines (2021) using the structure provided by the core capabilities. This serves to provide a thematic coherence across all years of the programmes. These capabilities are as follows:

 

The RCSLT (2018) state that, “these core capabilities act as a guide from the start of becoming an SLT, through to the newly qualified period and as an ongoing reference point for shaping the lifelong learning of the speech and language therapy practitioner as part of their CPD.”

Therefore, the core capabilities have also been used to provide structure to the assessment of students’ performance on their placements. The HCPC require SLT programmes to equip students to meet the Standards of Proficiency (SOPs) for SLTs (<https://www.hcpc-uk.org/standards/standards-of-proficiency/speech-and-language-therapists/>). We have integrated the HCPC SOPs under the headings of the RCSLT Core Capabilities to form a competency-based assessment.

Areas of Proficiency

There are 12 areas of proficiency, based on the RCSLT Core Capabilities:

|  |  |
| --- | --- |
| Communication | 1. Adapting communication style
2. Communicating with different people/groups
 |
| Partnerships  | 1. Collaboration with service-users/relevant others
2. Teamwork
 |
| Leadership and Lifelong Learning | 1. Independent learning
2. Training and leadership
 |
| Research and Evidence-based Practice | 1. Assessment
2. Clinical reasoning and intervention
3. Evidence-based practice
 |
| Professional Autonomy and Accountability | 1. Clinical recording
2. Organisation and prioritisation
3. Personal and professional conduct
 |

Levels of Competence

Students at different stages of the programme are expected to demonstrate increasing levels of competence as they progress towards graduation. Use the table below to see the expected level of competence for each placement number.

|  |  |
| --- | --- |
| Placement Number | Level of Competence |
| QMU | Strathclyde |
| 1 | 1 | Beginning to demonstrate basic skills and knowledge |
| 2 | 2 | Demonstrating basic skills in routine activities, with support and guidance for advanced situations |
| 3, 4 | 3 | Demonstrating competence with increasing independence |
| 5, 6 | 4 | Demonstrating proficiency, with independence as appropriate |

Evaluation

There is space for the student and the PE to rate the student’s competency levels at both the midpoint and the final review. The student is to reflect on their performance and complete their self-ratings ahead of the midpoint and final review meetings and email the PPR form to the PE. If both the student and the PE would prefer to conduct the evaluation concurrently, this arrangement can be negotiated between the two parties.

Please choose the relevant level of competence from the options provided. You may decide that it is not possible for the student to achieve the competency in your placement setting or may not have had the opportunity to do so by the midway review. In this case, select *‘not applicable on this placement’*, and adjust accordingly at the end of the placement if the student has since had the opportunity to achieve the competency. The examples provided are not comprehensive. The evaluation descriptors are as follows:

Not applicable on this placement

Pass/Fail

Please complete the box on the front page to indicate if a student has passed or failed their placement. **By the end of their placement, students are expected to have all descriptors at the *‘developing as expected level’***. Please note, some students may show *‘enhanced development’* in some competencies. There may be some competencies which are categorised as *‘not applicable on this placement’*; these do not carry any weighting.

**The student's placement will be deemed a 'fail' if, during the final review, any of the competencies evaluated are still categorised as *'area for development'* or *'emerging'*.**

Communication

|  |  |
| --- | --- |
| Placement Number | Level of Competence |
| QMU | Strathclyde |
| 1 | 1 | Beginning to demonstrate basic skills and knowledge |
| 2 | 2 | Demonstrating basic skills in routine activities, with support and guidance for advanced situations |
| 3, 4 | 3 | Demonstrating competence with increasing independence |
| 5, 6 | 4 | Demonstrating proficiency, with independence as appropriate |

| Communication - Descriptors | Midpoint | End of Placement |
| --- | --- | --- |
|  | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement |
| Adapting communication style |
| 1. Adapts communication to level of understanding, background, and preferred communication method of client/relevant others.

*E.g., when required, can use AAC (with appropriate guidance) and can communicate through the use of an interpreter.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Communicates in a non-discriminatory manner and acts in ways that are respectful of others’ beliefs and perspectives.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Adapts communication to context.

*E.g., verbal communication vs. clinical recording and report writing.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| Communicating with different people/groups |
| 1. Engages in clinical discussions and uses professional language with colleagues.

*E.g., asks/answers questions, takes part in discussions, and explains the steps involved in intervention.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Can use information, communication, and digital technologies, appropriate to practice.

*E.g., Clinical Portal, TrakCare, Write.Upp, Near Me.*  | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Demonstrates adaptability, self-awareness, and sensitivity in interactions with clients and with members of their teams and other agencies.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| Communication – Comments*Use the space below to record comments about these competencies at the midpoint and end of placement. You may also wish to use the space to record any reflections, poignant issues encountered/discussed. (Please note, comment boxes for mid- and final- point evaluation are also included at the end of the form).* |
| Midpoint  |
| PE |  |
| Student |  |
| Final Review |
| PE |  |
| Student |  |

Partnerships

|  |  |
| --- | --- |
| Placement Number | Level of Competence |
| QMU | Strathclyde |
| 1 | 1 | Beginning to demonstrate basic skills and knowledge |
| 2 | 2 | Demonstrating basic skills in routine activities, with support and guidance for advanced situations |
| 3, 4 | 3 | Demonstrating competence with increasing independence |
| 5, 6 | 4 | Demonstrating proficiency, with independence as appropriate |

| Partnerships - Descriptors | Midpoint | End of Placement |
| --- | --- | --- |
|  | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement |
| Collaboration with service-users/relevant others |
| 1. Practises in a way that is inclusive for all clients and establishes relationships based on mutual respect and collaboration.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Collaborates with clients/relevant others to implement an appropriate therapy management plan based on functional outcomes and clearly defined goals.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Collaborates with clients/relevant others to agree a discharge point and ensure appropriate follow-up management, where applicable.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| Teamwork |
| 1. Works as part of a multidisciplinary team and understands the roles of other members of the team.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| Partnerships - Comments*Use the space below to record comments about these competencies at the midpoint and end of placement. You may also wish to use the space to record any reflections, poignant issues encountered/discussed. (Please note, comment boxes for mid- and final- point evaluation are also included at the end of the form).* |
| Midpoint  |
| PE |  |
| Student |  |
| Final Review |
| PE |  |
| Student |  |

Leadership and Lifelong Learning

|  |  |
| --- | --- |
| Placement Number | Level of Competence |
| QMU | Strathclyde |
| 1 | 1 | Beginning to demonstrate basic skills and knowledge |
| 2 | 2 | Demonstrating basic skills in routine activities, with support and guidance for advanced situations |
| 3, 4 | 3 | Demonstrating competence with increasing independence |
| 5, 6 | 4 | Demonstrating proficiency, with independence as appropriate |

| Leadership and Lifelong Learning - Descriptors | Midpoint | End of Placement |
| --- | --- | --- |
|  | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement |
| Independent learning |
| 1. Identifies own learning and development needs and proactively engages in self-directed learning activities.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Demonstrates reflective skills, resulting in changes to practice.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Seeks out feedback and acts on advice and guidance.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| Training and leadership |
| 1. Engages with training opportunities.

*E.g., attends training course or online webinars.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Demonstrates leadership behaviours, within their scope of practice.

*E.g., decision making – initiates, continues, modifies, or ceases treatment or the use of techniques/procedures , evaluates the efficacy of the therapy management plan or modifies it appropriately, or engages in complex decision making.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Engages in consultative models of service delivery.

*E.g., delivers training course/provides education, such as the Hanen Program.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| Leadership and Lifelong Learning - Comments *Use the space below to record comments about these competencies at the midpoint and end of placement. You may also wish to use the space to record any reflections, poignant issues encountered/discussed. (Please note, comment boxes for mid- and final- point evaluation are also included at the end of the form).* |
| Midpoint  |
| PE |  |
| Student |  |
| Final Review |
| PE |  |
| Student |  |

Research and Evidence-based Practice

|  |  |
| --- | --- |
| Placement Number | Level of Competence |
| QMU | Strathclyde |
| 1 | 1 | Beginning to demonstrate basic skills and knowledge |
| 2 | 2 | Demonstrating basic skills in routine activities, with support and guidance for advanced situations |
| 3, 4 | 3 | Demonstrating competence with increasing independence |
| 5, 6 | 4 | Demonstrating proficiency, with independence as appropriate |

| Research and Evidence-based Practice - Descriptors | Midpoint | End of Placement |
| --- | --- | --- |
|  | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement |
| Assessment |
| 1. Makes appropriate observations.

*E.g., when observing a client with the PE, or perhaps observing a client in a ward setting/school setting, when delivering a session for universal intervention.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Identifies and collects relevant information through appropriate formal and informal assessment, including discussion with the service-user/carer.

*E.g., carrying out formal and informal assessments, documenting discussions with client/carer, completing a case history.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Analyses and interprets clinical data.

*E.g., appropriately analyses and interprets data from formal and informal assessments.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| Clinical reasoning and intervention |
| 1. Devises treatment plans/episodes of care in relation to data and theory.

*E.g., writes comprehensive session plans demonstrating an understanding of the knowledge base relevant for SLT* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Delivers direct intervention.

*E.g., delivers evidence-informed face-to-face intervention or remote intervention using video calling. (Known as specialist support in some paediatric services.)* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Delivers indirect intervention.

*E.g., provides information, support and/or training to others. (Known as targeted or universal support in some paediatric services.)* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Applies outcome measurements in relation to available evidence-based practice.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Ensures the care provided is as accessible as possible for the service-users.

*E.g., makes flexible adaptations and reasonable adjustments according to the setting.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| Evidence-based practice |
| 1. Demonstrates an awareness of current critically appraised research and can use it to inform practice.

*E.g., evidence of keeping up-to-date through involvement with clinical networks, journal clubs/case discussions, evidence of information gained through reading/internet access/protected learning time/relevant training.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| Research and Evidence-based Practice - Comments*Use the space below to record comments about these competencies at the midpoint and end of placement. You may also wish to use the space to record any reflections, poignant issues encountered/discussed. (Please note, comment boxes for mid- and final- point evaluation are also included at the end of the form).* |
| Midpoint  |
| PE |  |
| Student |  |
| Final Review |
| PE |  |
| Student |  |

Professional Autonomy and Accountability

|  |  |
| --- | --- |
| Placement Number | Level of Competence |
| QMU | Strathclyde |
| 1 | 1 | Beginning to demonstrate basic skills and knowledge |
| 2 | 2 | Demonstrating basic skills in routine activities, with support and guidance for advanced situations |
| 3, 4 | 3 | Demonstrating competence with increasing independence |
| 5, 6 | 4 | Demonstrating proficiency, with independence as appropriate |

| Professional Autonomy and Accountability - Descriptors | Midpoint | End of Placement |
| --- | --- | --- |
|  | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement | Area for development | Emerging | Developing as expected | Enhanced development | Not applicable on this placement |
| Clinical recording |
| 1. Keeps accurate and contemporaneous records.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Maintains all aspects of client confidentiality.

*Including all mediums, such as note-taking, photography, video and audio recordings.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| Organisation and prioritisation |
| 1. Manages and prioritises demands involved in meeting the needs of the caseload and non-clinical responsibilities.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| Personal and professional conduct |
| 1. Provides safe care within, and knows the limits of, the scope of their own practice. Knows when to seek advice and support from supervisor/specialist or refer to another professional.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Is aware of and adheres to current legislation and incorporates this into practice.

*E.g., Patient Rights (Scotland) Act 2011; Adults with Incapacity (Scotland) Act 2000; Education (Additional Support for Learning) (Scotland) Act (2004).* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Uses appropriate clinical and professional guidance within practice and understands what is required by the HCPC.

*E.g., RCSLT and SIGN guidance.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Considers ethical and professional matters.

*E.g., the ethical and legal implications of accepting gifts from clients, the ethical and legal implications of complex decision making about eating/drinking with acknowledged risk.* | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the importance of maintaining personal well-being and shows evidence of actively prioritising their own health.
 | Student |  |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| Professional Autonomy and Accountability - Comments *Use the space below to record comments about these competencies at the midpoint and end of placement. You may also wish to use the space to record any reflections, poignant issues encountered/discussed. (Please note, comment boxes for mid- and final- point evaluation are also included at the end of the form).* |
| Midpoint  |
| PE |  |
| Student |  |
| Final Review |
| PE |  |
| Student |  |

Midpoint Review

Please provide details of the plan for the student’s development over the remainder of the placement.

|  |
| --- |
| Midpoint Action Plan *(completed by the PE)* |
|  |
| Student Comment |
|  |

Concerns

If you are concerned that the student might be at risk of failing this placement, please check here: [ ]

Actions:

* PE to discuss concerns with the student at the midpoint review [ ]
* PE to contact the relevant clinical placement team using the details below [ ]
* Student to contact the relevant clinical placement team using the details below [ ]

|  |  |
| --- | --- |
| QMU | Strathclyde |
| Semester placements:SLTSemesterPlacements@qmu.ac.uk Summer placements:SLTSummerPlacements@qmu.ac.uk  | hass-slt-placements@strath.ac.uk For Strathclyde’s students, please remember to copy in the clinical tutor so that an additional tutorial can be scheduled. |

Final Review

Based on the core capabilities and areas of proficiency, please provide information on the student’s strengths and areas for development that will support the student in their next placement.

|  |
| --- |
| Strengths *(completed by the PE)* |
|  |
| Areas to Work on in Future Placements *(completed by the PE)**Please include detail such as competencies which were not applicable in this placement setting and may be areas to explore in the student’s next placement.* |
|  |
| Student Comment  |
|  |

Attendance Record *(completed by the student)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PLACEMENT DAY | DATE | ATTENDANCE Y / N / CPD session | ADULT/ PAEDIATRIC/ MIXEDA / P/ M | CLIENT GROUPUse key (below) | MODEOnsite (O) / Remote (R)  | EDS EXPOSURE HOURS |
| 1 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 2 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 3 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 4 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 5 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 6 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 7 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 8 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 9 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 10 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 11 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 12 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 13 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 14 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 15 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 16 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 17 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 18 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 19 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |
| 20 | am |  |  |  |  |  |  |
| pm |  |  |  |  |  |  |

Client Groups

|  |  |  |  |
| --- | --- | --- | --- |
|  AAC – Adults | AAC-A |  Learning Disability – Paediatrics | PLD |
|  AAC – Paediatrics | AAC-P |  Motor Speech – Acquired | MS-A |
|  Articulation / Phonology | AP |  Motor Speech – Developmental | MS-D |
|  Dysphagia | DYS |  Social Communication – Adults | SC-A |
|  Fluency | FLU |  Social Communication - Paediatrics | SC-P |
|  Language - Acquired | LANG-A |  Voice / Resonance | VR |
|  Language – Developmental | LANG-D |  Other  | Please Specify |
|  Learning Disability - Adults | ALD |  |

I confirm this is a true record of attendance at clinical placement.

|  |  |  |  |
| --- | --- | --- | --- |
| PE signature: |  | Date: |  |
| Student signature: |  | Date: |  |

Submission of the PPR Form

* QMU: **PE** to either copy and paste an image of their signature into the relevant spaces **or** print and sign the pages which require signatures (pages 1 and 22). It is then the **student’s** responsibility to submit this to the appropriate dropbox.
* Strathclyde: **PE** to send the signed electronic form to the placement inbox at hass-slt-placements@strath.ac.uk. Electronic signatures are acceptable. For hard copies, please scan the form and email it to the placement inbox. Please ensure to include the student in the email correspondence.