

RCSLT – Practice-based Learning Roles and Responsibilities Framework 2021

Working document for use by HEIs, service managers, placement co-ordinators, practice educators and students to ensure quality practice-based learning. You may wish to use the final column to audit and evidence your practice-based learning involvement.

Name:

Role:

Service:

Date:

Roles and responsibilities						
It is acknowledged that in sole practitioner independent SLT services, the roles of practice educator, placement co-ordinator and service manager may be carried out by one individual; therefore please consider the roles below as they are relevant to the context. For apprentices, the role is as for students; the service manager role refers to the manager in the setting hosting the practice-based learning opportunity.						
1. Planning practice-based learning and the Curriculum						
	Student	Practice educator (PE)	Placement co-ordinator	Service manager	Higher Education Institution (HEI)	Evidence
1.1		Demonstrate an ethos that values clinical education skills and supports practice-based learning.	Demonstrate an ethos that values clinical education skills in all staff and supports practice-based learning.	Provide an ethos that values and expects clinical education skills in all staff and supports practice-based learning.		
1.2	Offer feedback into course design at relevant opportunities	Offer feedback into course design at relevant opportunities	Offer feedback into course design at relevant opportunities	Offer feedback into course design at relevant opportunities	Design and deliver HCPC and RCSLT accredited courses	
1.3	Offer constructive feedback to HEI and PE re placement experience	Feedback to placement co-ordinator re placement experience	Plan in collaboration with HEI to maximise capacity and success of placements, and develop new placement models to increase placement capacity.	Engage in discussions at local managers meetings, or with HEIs to support placement delivery	Plan placement structure, design and documentation in conjunction with service managers and placement co-ordinators	
1.4		Offer 25 days of practice based learning pro rata, per year. (except NI)	Support SLTs to offer 25 days of practice-based learning pro rata, per year. Monitor this and develop	Ensure that all staff are offering their quota of practice placements and support staff to do so	Monitor service offers of practice based learning and share this data as required.	

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			action plans for this as needed.			
1.5	Understand and adhere to student responsibilities on placement	Understand student responsibilities and adhere to PE responsibilities on placement	Link in with HEI re any specific responsibilities for specific placements	Understand staff and student responsibilities on placement	Provide clear outline of student and PE responsibilities on placement	
1.6	Adhere to HEI and service policies re placements	Adhere to HEI and service policies re placements	Develop service policies re placements in line with HEI policy. Provide strong liaison with HEI and clinical teaching team	Develop service policies re placements. Identify a member of staff to take the placement co-ordinator role	Provide policies and procedures for placements	
1.7		Record and present student involvement at annual appraisal / PDR / or via reflection and supervision	Record and present practice- based learning data to relevant managers	Ensure that the commitment to the role of SLTs as practice educators is reflected in job descriptions and is measured at annual appraisal / PDR	Take opportunities to develop new placement provision and sustain existing placements	
1.8	Engage with a variety of placement opportunities, reflecting different models of learning	Offer placements that support different models of student learning	Collaborate with HEI to develop a variety of placement opportunities, reflecting different models of student learning	Collaborate with HEI to develop a variety of placement opportunities, reflecting different models of student learning	Collaborate with providers to develop a variety of placement opportunities, reflecting different models of student learning	
1.9		Provide and deliver on placement offers to placement co-ordinator	Have oversight of SLTs ability to provide placements and agree offers with HEI. Commit to replace any offers cancelled by staff team	Have oversight of offers made and ensure all staff have made placement offers unless rationale not to do so	Agree with Placement co-ordinator offers required to meet student numbers	

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1.10	Embrace resit placement opportunities	Offer and support resit placements	Offer and support resit placements		Design resit placement opportunities in line with HEI regulations Inform PEs if it is a resit placement	
1.11	Ensure timely contact with PEs and information sharing with HEI as required	Ensure timely contact with student and information sharing with HEI as required	Ensure timely information sharing between all parties re offers		Ensure timely information sharing between all parties re placement allocation, individual learners, curriculum changes etc	
1.12		Complete PE initial and refresher training	Contribute to PE training in partnership with HEI and ensures PEs attend training	Support staff availability to complete PE training. Measure PE development through appraisal.	Provide training for PEs; initial (after 1-2 years post qualification) and ongoing (every 3 years) as CPD	
1.13		Attend PE training including cultural awareness, disability awareness, diversity, inclusion and unconscious bias discussions	Endorse the messages from PE training including cultural awareness, disability awareness, diversity, inclusion and unconscious bias discussions	Support and expect PEs to attend PE training that includes cultural awareness, disability awareness, diversity, inclusion and unconscious bias discussions	Ensure that PE training includes cultural awareness, disability awareness, diversity, inclusion and unconscious bias discussions	
1.14		Communicate important matters and developments re practice based learning to placement co-ordinator	Communicate important matters and developments re practice based learning to service manager	Support placement co-ordinator in encouraging staff to offer placements and develop practice education skills		
2.	Preparation for practice-based learning opportunity					
	Student	Practice educator	Placement co-ordinator	Service manager	HEI	Evidence
2.1	Comply with and attend pre-placement checks and complete statutory / mandatory training prior to placement. Provide evidence			Update HEIs with student requirements eg; for statutory / mandatory training	Ensure students have appropriate checks (DBS or equivalent and Occupational Health) and training (statutory / mandatory), prior to starting placements	

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	of these as requested on placement					
2.2	Attend placement briefings and read relevant policies (HEI & service) prior to placement	Direct students to additional or service specific policies that they need to read	Guide educators to additional service policies that students need to read.	Identify additional service policies that students need to read.	Provide placement briefings and ensure students have read relevant HEI policies, and make declarations to this effect prior to starting placement eg; lone worker, confidentiality policies	
2.3	Understand the risk assessment. Alert PEs and HEI to any additional individual risks	Complete appropriate placement related risk assessments and alert students to these	Complete appropriate placement related risk assessments	Advise on appropriate placement related risk assessments	Advise on appropriate placement related risk assessments and audit of these	
2.4	Understand the process of placement allocation at the HEI and accept placements offered	Honour placements offered	Co-ordinate and liaise with HEI re placement offers in a timely way, offering alternative placements when offers are redacted	Support ALL staff to provide placements as per RCSLT guidelines	Source and allocate placements in a timely way	
2.5	Promote equality, diversity and inclusion in all aspects of the placement	Promote equality, diversity and inclusion in all aspects of the placement	Promote equality, diversity and inclusion in all aspects of the placement	Promote equality, diversity and inclusion in all aspects of the placement	Promote equality, diversity and inclusion in all aspects of the placement	
2.6	Share relevant adjustments required, related to disability or learning needs in a timely manner	Plan, prepare and adapt placement to meet reasonable adjustment plans	Support PE to adapt placement to meet reasonable adjustment plans		Support students with reasonable adjustments to access appropriate placement opportunities in liaison with HEI disability advisors, and encourage student to share adjustments and learning needs with PE in a timely manner	
2.7	Request and read information specific to the placement and the client group prior to and during the placement	Provide information to the student re the specific placement and client group and make students aware of any specific placement requirements	Provide information to the HEI re the placement offer		Collate placement offers and inform students of any additional information required for a specific placement	
2.8	Share learning from HEI course with PE and identify own goals re knowledge, skills	Familiarise oneself with student learning at each stage of the course and	Understand and guide PEs re expectations of students' knowledge, skills		Provide expectations of student learning: knowledge, skills and professionalism at each stage of course	

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	and professionalism for placement	adjust expectations of knowledge, skills and professionalism relevant to each stage of the course; support students to achieve goals where possible	and professionalism at each stage of the course			
2.9	Adhere to student induction pack	Provide student induction pack; including information about diversity or cultural considerations of the client population for the placement	Develop student induction pack	Input to student induction pack	Support development of induction pack for services if requested	
2.10	Provide PE with and be familiar with relevant HEI documentation in a timely manner	Complete documentation to record student progress	Guide PEs re documentation		Provide documentation to monitor student progress on placement	
2.11	Adhere to service user preference re student involvement on placement	Share information with service user and gain consent re student placements	Develop information for service user re student placements	Develop information for service user re student placements	Provide information for the service to use in client-facing materials regarding student placements	
2.12	Follow advice from PE and HEI to prepare for the placement	Allocate time to planning and preparation for the placement	Support PEs to prepare for the placement	Support allocation of time for staff to prepare for placements		
2.13	Raise concerns about practice educator or placement setting in a timely and professional manner, adhering to process established at HEI	Liaise and professionally discuss issues with HEI if concerns are raised by the student.	Embed any learning from student concerns within the practice education team, if shared by the service manager.	Liaise with HEI when concerns are raised by the student about a practice educator or placement setting.	Alert students to process for raising and escalating concerns about practice educator or placement setting. Actively engage in and support students through this process, as	

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		Action any agreed changes or learning following discussion re student's concern.			necessary, escalating significant concerns through appropriate channels. Ensure that all PEs are aware of escalation process via PE training	
3.	During the practice-based learning opportunity					
	Student	Practice educator	Placement co-ordinator	Service manager	HEI	Evidence
3.1		Contact the HEI for additional support as required; respond to HEI contact during the placement	Contact the HEI for additional support as required		Liaise with the PE regarding arrangements for HEI contact and support during the placement	
3.2	Engage with the SLT team and take a positive approach to their learning	Ensure the environment is welcoming, supportive and in which students feel valued and part of the team	Ensure the ethos of the workplace is warm and welcoming to students, as valued potential future employees	Ensure the ethos of the workplace is warm and welcoming to students, as valued potential future employees		
3.3	Share any information with the PE in terms of the student's context, network and any additional diversity or cultural differences that need to be considered during the placement	Find out about the student's context, network and any additional diversity or cultural differences that need to be considered during the placement	Support PEs to adapt placement to any information about the student's context, network and any additional diversity or cultural differences that need to be considered during the placement		Support PEs to adapt placement to any information about the student's context, network and any additional diversity or cultural differences that need to be considered during the placement	

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3.4	Adhere to professional standards and code of ethics at all times on placement	Support student to adhere to professional standards and code of ethics at all times on placement			Prepare students to adhere to professional standards and code of ethics at all times on placement	
3.5	Work within boundaries and guidance of PE and recognise that the needs of the service user will take priority at all times	Retain overall responsibility for all aspects of the service user's management whilst the student is involved	Consider caseload allocation during placement and ways to use students as an asset to service delivery	Consider caseload allocation during placement and ways to use students as an asset to service delivery	Alert students to understanding that service user needs will take priority at all times	
3.6	Identify and share goals with PE and negotiate how these may be achieved	Provide adequate time to review student goals, support student to achieve these and discuss how these may be achieved	Discuss with PE team how student's goals may collectively and individually be supported		Support students in defining own goals for the placement	
3.7	Engage in practice and development of clinical skill learning on placement	Support and teach clinical skills to the student through modelling, demonstration and coaching with clients, including directing students to specific reading and sources of information.	Discuss clinical teaching activities with PEs and support them to develop these skills		Discuss clinical teaching activities with PEs on educator training and support PEs to develop these skills.	
3.8	Actively engage in learning to integrate theory to practice, by requesting reading, seeking own information and sharing this with the PE	Support and teach student's application of theory to practice with clinical teaching relating to clients and case-based scenarios on the placement	Discuss with PE team how student application of theory to practice may collectively and individually be supported and taught	Support staff to develop skills in clinical teaching to students	Support student's application of theory to practice with clinical case-based teaching from the HEI	

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3.9	Complete specific tasks as requested by PE eg; plan and prepare sessions	Allocate specific tasks to student, review and give feedback on tasks	Discuss with PEs appropriate tasks for students to complete		Suggest appropriate tasks for students to complete and plan these into placement work books and discuss as part of educator training	
3.10	Write up case notes and reports if requested by PE. Further details on the HCPC standards for record keeping can be found here	Review and countersign every entry written by student in case notes	Ensure staff are aware of need to countersign case notes if written by student	Ensure staff are aware of need to countersign case notes if written by student	Ensure students are aware of the need for case notes to be countersigned by the PE	
3.11	Act on feedback and demonstrate learning from this. Discuss with PE (and HEI) if feedback sessions are not taking place	Allocate specific time to provide regular, supportive, constructive feedback to the student, both written and verbal, that develops the student's confidence	Support PEs by discussing ways to give feedback for students and ideas to develop student's skills where needed	Support staff to allocate time for student feedback	Support PEs by discussing feedback for students and ideas to develop student's skills where needed	
3.12	Actively develop own reflective practice	Promote the student's development of reflective practice	Support PEs to develop their own reflective practice re students, and to promote the student's reflection skills		Provide training in reflective practice for PEs and to enable PEs to support student's development of reflection skills	
3.13	Understand the assessment process and criteria for passing the placement. Provide HEI documentation to PE as required	Objectively assess student with reference to competencies for specific placement and using HEI agreed documentation at key points during placement, usually mid and end	Support PEs in completing HEI documentation and student assessment on placement		Share expected competencies and documentation for each placement with PEs. Provide training in assessing students.	

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3.14	Alert PE and HEI to any problems that might affect successful completion of the placement. Agree action plan. Work to targets in action plan.	Alert HEI and student to any concerns about the student's progress, at the earliest opportunity and develop a supportive action plan with HEI tutor and student. Provide written feedback and specific targets so the student is clear what he/she needs to do to succeed.	Support placement educator and student if there are concerns about a student's progress.		Provide clear procedures and guidance to support all parties when students are struggling on placement. Develop an action plan together with the student and PE.	
4.	After the practice-based learning opportunity					
	Student	Practice educator	Placement co-ordinator	Service manager	HEI	Evidence
4.1	Reflect on placement experience, learning and identify own future needs	Reflect on placement and share feedback from placement with placement co-ordinator	Respond to the feedback from the PE and the student and feed any concerns up to the service manager. Discuss feedback at regional placement and HEI meetings	Respond to concerns from feedback, as presented by the placement co-ordinator and feedback at regional managers meetings, ASLTIP meetings and / or with HEI	Provide opportunity and system for placement feedback. Collate feedback from PEs and discuss at regional forums	
4.2	Embrace resit placement opportunities where required	Offer and support resit placements where required	Offer and support resit placements where required		Support and arrange options for students who have not passed placements	

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5. Resources to support practice-based learning						
	Student	Practice educator	Placement co-ordinator	Service manager	HEI	Evidence
5.1	Follow HEI guidance re. claiming travel costs, where appropriate				Inform applicants of financial implications of placements eg; travel costs, and available support for this eg; NHS travel claims	
5.2	Access HEI and placement learning resources and alert HEI if learning resources are not available	Support and enable students to access placement resources eg; space, IT, library, equipment	Support educator to access placement resources for student eg; space, IT, library, equipment	Support educator and co-ordinator to access placement resources for student eg; space, IT, library, equipment	HEI tutors will support students' access to placement resources and library facilities	
6. Quality monitoring, management and enhancement of practice-based learning						
	Student	Practice educator	Placement co-ordinator	Service manager	HEI	Evidence
6.1	Complete honest and professional evaluation of placement and alert HEI to any areas of difficulty	Complete honest and professional evaluation of placement and alert placement co-ordinator to any areas of difficulty	Access and act upon quality monitoring reports from PEs and students	Respond to quality monitoring reports and respond when standards are not met	Access and act upon quality monitoring reports from PEs and students to ensure standards are met, and input this into future PE training, and escalate where required	
6.2	Raise concerns about practice educator or placement setting in a timely and professional manner, adhering to process established at HEI	Liaise and professionally discuss issues with HEI if concerns are raised by the student. Action any agreed changes or learning following discussion re student's concern.	Embed any learning from student concerns within the practice education team, if shared by the service manager.	Liaise with HEI when concerns are raised by the student about a practice educator or placement setting.	Alert students to process for raising and escalating concerns about practice educator or placement setting. Actively engage in and support students through this process, as necessary. Escalating significant concerns through appropriate channels. Ensure that all PEs are aware of escalation process via PE training	
6.3			Work with HEI and PLF (if appropriate) to provide input to placement profile, initial audit, and develop and implement subsequent action plans		Provide initial placement profile and audit visits to all new placements; this may be done virtually	

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6.4			Work with HEI and PLF to update bi-annual audit, and develop and implement subsequent action plans		Provide bi-annual audit visits to services to audit placement	
6.5		Work with placement co-ordinator to support any areas needing development following audit	Work with HEI to support any areas needing development following audit	Work with HEI to support any areas needing development following audit	Support any areas needing development following audit	

Guidance / key reference documents:

RCSLT Practice-based Learning Guidance (2021) RCSLT Curriculum Guidance (2018) RCSLT Towards a diverse profession (2019) RCSLT Guidance on disability issues in re-registration SLT courses (2009) HEI placement specific documentation	HCPC Standards of Proficiency (2014) HCPC Standards of Continuing Professional Development (2011) HCPC Standards of Conduct Performance and Ethics (2016) HCPC Standards of Education and Training (2017) Service specific documentation
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Abbreviations:

PE – Practice Educator

HEI – Higher Education Institution

PDR – Professional Development Review

SLT – Speech and Language Therapist

CPD – Continuing Professional Development

DBS – Disclosure and Barring Service

PBL – Practice-based learning

PLF – Practice Learning Facilitator