



Student placements: supporting the future speech and language workforce

26 March 2021
13.00 – 14.00



Chair

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Director of Professional
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Presenters



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Housekeeping

- RCSLT staff are on hand to help with any technical queries, you can get in touch with them via the chat button
- You can send in questions to our speakers today by using the Q&A button
- This event is being recorded and will be made available on the RCSLT website along with the presentation slides
- We would be very grateful if you would fill out the evaluation form that will pop up in a new window once the webinar window closes

Aims and objectives

By attending this webinar, delegates will:

- Find out more about the context of student placements in the current climate
- Hear about the updated placement education guidance
- Have a better understanding of the benefits of providing placements to students, clinicians, services and service users.
- Hear a case study of how members can embed placements in their service design, and the benefits and challenges for students and services

Jo Sandiford

Senior lecturer and SLT,
Leeds Beckett University



Student placements: supporting the future speech and language therapy workforce

Jo Sandiford

SLT / Senior Lecturer /
Placement co-ordinator
Leeds Beckett University

Remember being an SLT student?

- What did placements bring to your training?
 - ❖ ‘love being able to apply my knowledge’
 - ❖ ‘think I might actually be able to do this..’
 - ❖ ‘best part of the course’
 - ❖ ‘making a difference to clients’

RCSLT Practice-based learning guidance 2021

Update to the National Standards for Practice-based learning (2006)

Includes:

- National organisation and allocation
- Clear framework of roles and responsibilities
- Endorsement of need to support diversity and inclusion
- Reasonable adjustments
- Educator training
- Quality assurance of practice placements
- Tariff for practice placements

RCSLT Practice-based learning guidance



- Recognising our individual duty to our future colleagues
- Part of our CPD
- HCPC position
 - HCPC statement on student supervision
- Students need to complete 150 sessions of practice-based learning during their training
 - 1 session = 3.75 hours
 - Mix of adults and paediatrics, dysphagia element

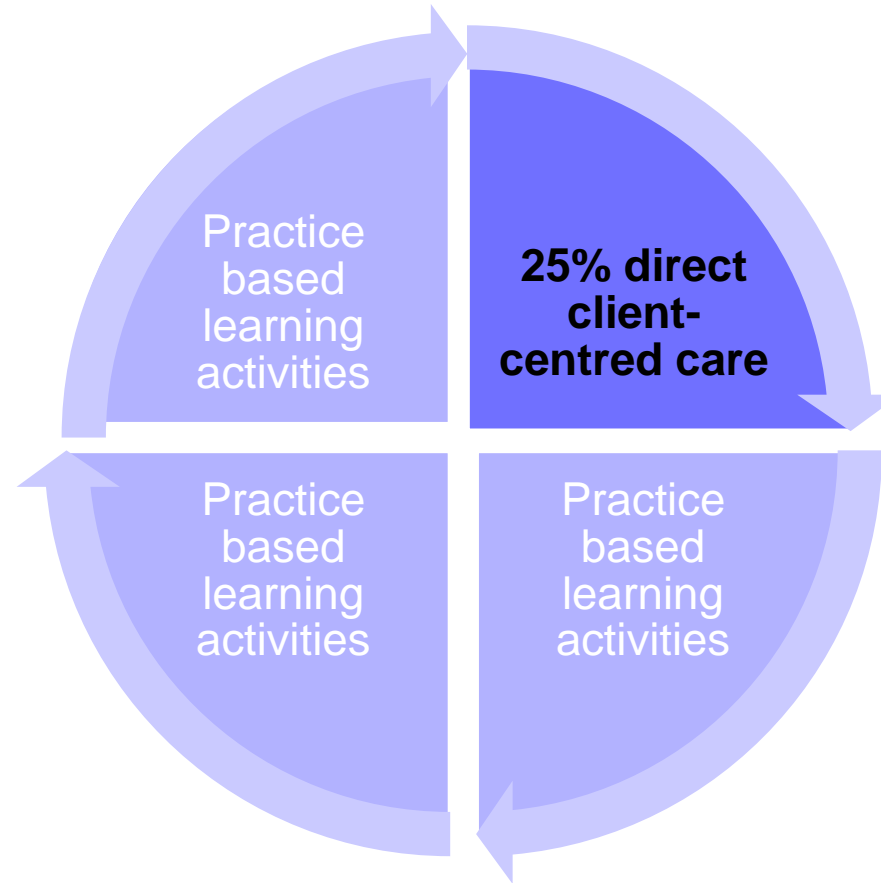
RCSLT Practice-based learning guidance: Key recommendations



- Every SLT asked to offer 25 days per year to support practice education (pro rata)
 - Excludes band 5s working on competencies
 - Includes leaders, managers, researchers

- No area of SLT work is too specialist
 - Break down tasks, student can do some part of it

Key recommendation: Flexibility & creativity of placement content



Practice-Based Learning Activities



Practice Placement Supervision

Practice educator oversees the student's learning

Practice educator does not need to supervise the student at all times

Activities can be carried out by students independently

Students can spend time with SLTAs, NQP band 5 SLTs, colleagues from other professions

Also included in the new guidance:

Specific guidance
for the independent
sector - ASLTIP
endorsed

Encouragement of
peer & multiple ratio
models eg 4:1, &
different supervision
models

Examples of
innovative practice

Apprenticeships

Resources -
templates,
placement stories

(The most) Critical time for placement expansion

Covid-19

National concern



Increasing student numbers

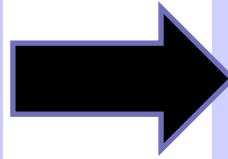
More SLT University programmes

All AHPs

Changing the rhetoric

Rather than thinking, I can't

- ✗ find the time to take a student?
- ✗ find tasks for them to do?
- ✗ manage an increase to my workload?
- ✗ reduce the clients I see in my day?



Try thinking, I can

work with a student(s) to:

- ✓ develop a part of my service
- ✓ complete new projects
- ✓ increase input for my clients
- ✓ run some groups
- ✓ make more time for me to do other work

Placement expansion campaign March 2021



Exciting next steps ...

- RCSLT Practice Education CEN
- Linking with
 - HEE placement expansion work
 - HEE web-based communities of practice (HEI, Educators, students)

Keep sharing
Keep learning
Keep supporting the #FutureofSLT
Through #AHPPracticelearning

**Students have
loads of ideas
and energy for:**



***raising
awareness***



campaigning



fundraising!



Jan Baerselman

Director and specialist
SLT, Talking Outcomes



Nimra Khan

NQP and speech-language
assistant, HearSay

PROVIDING SLT STUDENT PLACEMENTS IN SCHOOLS:

**Utilising the student workforce could be a solution in tackling unmet
speech, language and communication needs**

RCSLT Webinar 26/3/21

Jan Baerselman & Nimra Khan

talkingoutcomes.co.uk
[@talkingoutcomes](https://twitter.com/talkingoutcomes)

Talking Outcomes

SPEECH & LANGUAGE CONSULTANCY



IN PREVIOUS NHS/PUBLIC SECTOR ROLES



- Clients accepted student involvement
- We received the same monthly pay when client contact was reduced to accommodate students
- The workload of setting up & providing placements was shared among staff

IN A SMALL INDEPENDENT PRACTICE



• ~~Clients accepted~~ student involvement



OBSERVATION
ONLY

• ~~We received the same monthly pay when client contact was reduced~~
~~to accommodate students~~



LOST
EARNINGS

• ~~The workload of setting up & providing placements was shared among staff~~

1 SLT DOING PLACEMENT SET-UP, CO-ORDINATOR
& PROVIDER ROLES



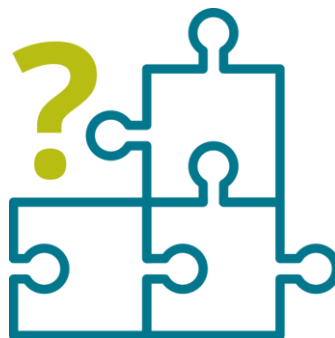
THE CONUNDRUM

SLT STUDENTS



University of
Reading

An untapped workforce of students
desperate for placements



SCHOOL STAFF & FAMILIES



Reporting unmet need (SLCN)

AN INDEPENDENT SLT PRACTICE



Talking Outcomes

SPEECH & LANGUAGE CONSULTANCY

15+ years experience of practice education,
including clinical tutor at City & Reading
Universities

THE SOLUTION

“Value Talking” A pilot study 2019

THE SLT PRACTICE



SUPERVISES

WHO PROVIDE A SERVICE TO

20+ CHILDREN IN 2
PRIMARY SCHOOLS



4 STUDENTS FROM



AND WE
MEASURE IF IT
WORKS



THE PLACEMENT FROM THE STUDENT PERSPECTIVE



Gained independence & confidence

Worked 1:1 with teachers, SENCo, parents & children.
Completed paperwork, assessment reports etc. independently, with SLT available for support when needed

Had to think through unexpected challenges alone/with peer when 'put on the spot'

THE PLACEMENT FROM THE STUDENT PERSPECTIVE

CONTINUED

- Able to follow whole client journey:



- Managed a small caseload
 - Related theory to practice re a tiered system of support in schools (universal, targeted & specialist levels of intervention)
 - Seen as a professional rather than 'additional'

WHAT THE STUDENTS ADDED



We became a bigger 'team' – independent practice (IP) can be a lonely business

Creation of therapy resources

Researched up-to-date evidence base for interventions & sent articles/summaries

WHAT THE STUDENTS ADDED

CONTINUED

- Ideas & new perspectives
- Energy & enthusiasm
- Increased efficiency. Experienced staff can now supervise management of around 10 clients per day - instead of direct input with 3 per day. And develop the next generation of SLTs
- May help future recruitment?

MINDSET SHIFT - THINKING DIFFERENTLY

We had to move from this...

How can we fit
students in?



...to this

We could have the gift of 2
days a week of student time
for a term - and about £400
What could we do with this?



STUDENTS HAVE BECOME A SOLUTION, THEY ARE NO LONGER A PROBLEM

- Initially we tried to tag on/fit in students. It didn't work.
- Our new service model put final year students at the core delivering all assessment & intervention. Supervised by an experienced placement educator (PE).
- Schools can now commission a SLT service delivered by supervised students. This is better value for them than buying in a qualified SLT.



**WE CALCULATED THE
APPROXIMATE COSTS:**

**20 days specialist SLT time = 60 days SLT
student time (paired placement)**

REFLECTIONS



If I was setting up in IP now, I'd do things differently

- Allocate 1 or ½ day a week as my 'low-cost student-delivered service' day
- Include 'I consent to intervention from student SLTs' as a default in my consent form
- Phone my local Uni placement lead & have a conversation

IF YOU WANT TO FIND OUT MORE

- More details on how we set up, delivered and measured success of the Value Talking placement pilot project can be found [here](#)
- We drew upon experience from similar NHS projects by V Joffe, J Baerselman & K Pigott, 2003 - Download CLOL conference posters [here](#) and [here](#)
- RCSLT minor grant, crowdfunding, student tariffs & donations from schools topped up this self-funded pilot study
- The next phase of Value Talking starts Autumn 2021 – when schools can buy in the service

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Talking Outcomes

SPEECH & LANGUAGE CONSULTANCY





Pre-registration eating, drinking and swallowing competencies

26 March 2021



What are they?

- Entry-level EDS competencies allowing learners to graduate to 'hit the ground running' (with the normal supervision support everyone gets during their NQP period!)
- Focusing on transferrable skills as well as basic clinical skills in EDS management (no one is expected to perform endoscopies as NQPs)
- Equitable with our international colleagues in the Mutual Recognition Agreement
- HEIs will start implementing these from September 2021, and new intakes will be using them

What does this mean for me as a practice educator? RCSLT

It's time to think differently about EDS and practice placements...

All learners will be required to accrue at least 40 hours of EDS exposure (30 hours adult, 10 hours paed) – these hours are within the existing practice based learning requirements in the RCSLT Curriculum Guidance, not additional

There will be EDS opportunities in most practice placements

- At least 16/20 competencies will have been signed off at the point of graduation
- They need to be signed off by the most appropriate educator (HEI or clinical)
- Simulation will support development and/or delivery of some competencies

Appendix 2: EDS competencies profile evidence

To show the development of the competency profile, speech and language therapy learners take responsibility for ensuring that a relevant member of HEI staff or practice educator(s) signs and dates as competencies are:

1. established to be **developing**
2. and **achieved**.

Signatories should be relevant HEI staff or speech and language practice educators (i.e. not from other disciplines).

In order for **achievement** of a competency to be recognised, it must be demonstrated on at least two different occasions, and formalised by two signatures which maybe from the same person.

The use of the **developing** column allows progress towards the achievement of a competence to be recognised. The same person may sign developing and achieved boxes. The learner is encouraged to consider EDS difficulties across the scope of practice and range of settings that SLTs work in.

EDS competency: speech and language therapy learner is able to	Developing	Achieved
1. discuss the importance of EDS and the service user's goals with the service user/family/carer		
2. apply health and safety procedures related to working with service users who are at risk of, or who present with, EDS difficulties		
3. identify information required from case history and referral information, that will guide the service user/family/carer interviews		
4. obtain detailed background information from case notes relevant to EDS		
5. carry out oral facial (sensory and motor) examinations on population without EDS difficulties		

Let's work together to make this happen



This is a joint, collaborative piece of work with HEE, HEIs, clinicians and learners

- We are currently meeting every HEI and every SLT programme
- We also want to hear from you! Join our webinars:
 - Friday 23 April 2021, 09.30 – 10.30
 - Friday 23 April 2021, 12.30 – 13.30
 - Monday 26 April 2021, 16.30 – 17.30

If you have a local practice educator meeting, please email louise.borjes@rcslt.org

Read the pre-registration EDS competencies <https://www.rcslt.org/members/clinical-guidance/dysphagia/dysphagia-learning/#section-2>

Read more about the project <https://www.rcslt.org/members/get-involved/current-rcslt-projects/dysphagia/#section-7>

Your questions



Join us for the next webinar

Giving Voice to trans people

Monday 29 March 2021 at 1pm

<https://www.rcslt.org/events/webinar-giving-voice-to-trans-people/>



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