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|  | **Roles and responsibilities**  Name: Role:  Service: Date:  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.  The framework applies to all learners (including apprentices) on pre-registration SLT programmes.  The service manager role refers to the manager in the setting hosting the practice-based learning opportunity.  Please see the main RCSLT practice-based learning guidance for further information and consult the glossary for specific definitions of terms. | | | | | |
|  | **Planning** practice-based learning and the Curriculum | | | | | |
|  | Learner | 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 |  | Provide 25 days of practice-based learning pro rata, per year. (except NI) | Support SLTs to provide 25 days of practice-based learning pro rata, per year. Monitor this and develop action plans for this as needed | Ensure that all staff are providing their quota of practice placements and support staff to do so | Monitor service provision of practice-based learning and share this data as required |  |
| 1.5 | Understand and adhere to learner responsibilities on placement | Understand learner responsibilities and adhere to PE responsibilities on placement | Link in with HEI re any specific responsibilities for specific placements | Understand staff and learner responsibilities on placement | Provide clear outline of learner 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 learner 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 | Provide placements that support different models of learner learning | Collaborate with HEI to develop a variety of placement opportunities, reflecting different models of learning | Collaborate with HEI to develop a variety of placement opportunities, reflecting different models of learning | Collaborate with providers to develop a variety of placement opportunities, reflecting different models of learning |  |
| 1.9 |  | Provide and deliver placements and link with placement co-ordinator | Have oversight of SLTs ability to provide placements and communicate these to the HEI. Commit to replace any cancelled placements | Have oversight of placement provision and ensure all staff are involved in practice placements unless clear rationale not to do so | Discuss required placement provision with placement co-ordinator |  |
| 1.10 | Embrace resit placement opportunities | Support resit placements as needed | Support resit placements as needed |  | 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 learner and information sharing with HEI as required | Ensure timely information sharing between all parties re placements |  | 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 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 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 provide placements and develop practice education skills |  |  |
|  | **Preparation for** practice-based learning opportunity | | | | | |
|  | Learner | 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 of these as requested on placement |  |  | Update HEIs with learner requirements eg for statutory / mandatory training | Ensure learners have appropriate checks (DBS or equivalent and Occupational Health) and training (statutory / mandatory), prior to starting placements |  |
| 2.2 | Attend placement briefings and read relevant policies (HEI & service) prior to placement | Direct learners to additional or service specific policies that they need to read | Guide educators to additional service policies that learners need to read. | Identify additional service policies that learners need to read. | Provide placement briefings and ensure learners have read relevant HEI policies, and make declarations to this effect prior to starting placement e.g. 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 learners 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 allocated | Provide all placements as allocated | Co-ordinate and liaise with HEI re placement provision in a timely way, providing alternative placements if there are cancellations | 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 learners with reasonable adjustments to access appropriate placement opportunities in liaison with HEI disability advisors, and encourage learner 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 info to the learner re the specific placement and client group and make learners aware of any specific placement requirements | Provide information to the HEI re the placement provision |  | Collate placement provision and inform learners of any additional info required for a specific placement |  |
| 2.8 | Share learning from HEI course with PE and identify own goals re knowledge, skills and professionalism for placement | Familiarise oneself with the HEI programme and adjust expectations of knowledge, skills and professionalism relevant to each stage of the course; support learners to achieve goals where possible | Understand and guide PEs re expectations of learners’ knowledge, skills and professionalism at each stage of the course |  | Provide expectations of learning:  knowledge, skills and professionalism at each stage of course |  |
| 2.9 | Adhere to learner induction pack | Provide learner induction pack, including information about diversity or cultural considerations of the client population for the placement | Develop learner induction pack | Input to learner 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 learner progress | Guide PEs re documentation |  | Provide documentation to monitor learner progress on placement |  |
| 2.11 | Adhere to service user preference re learner involvement on placement | Share information with service user and gain consent re practice placements | Develop information for service user re practice placements | Develop information for service user re practice placements | Provide information for the service to use in client-facing materials regarding practice 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 learner.  Action any agreed changes or learning following discussion re learner’s concern. | Discuss any learning from previous placements or concerns within the practice education team, as shared by the service manager | Liaise with HEI when concerns are raised by the learner about a practice educator or placement setting. | Alert learners to process for raising and escalating concerns about practice educator or placement setting. Actively engage in and support learners through this process, as necessary. Escalating significant concerns through appropriate channels.  Ensure that all PEs are aware of escalation process via PE training |  |
|  | **During** the practice-based learning opportunity | | | | | |
|  | Learner | 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 learners feel valued and part of the team | Ensure the ethos of the workplace is warm and welcoming to learners, as valued potential future employees | Ensure the ethos of the workplace is warm and welcoming to learners, as valued potential future employees |  |  |
| 3.3 | Share any information with the PE in terms of the learner’s context, network and any additional diversity or cultural differences that need to be considered during the placement | Find out about the learner’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 learner’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 learner’s context, network and any additional diversity or cultural differences that need to be considered during the placement |  |
| 3.4 | Adhere to professional standards and code of ethics at all times during placement | Support learner to adhere to professional standards and code of ethics at all times during placement |  |  | Prepare learners to adhere to professional standards and code of ethics at all times during 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 learner is involved | Consider caseload allocation during placement and ways to use learners as an asset to service delivery | Consider caseload allocation during placement and ways to use learners as an asset to service delivery | Alert learners to understanding that service user needs will take priority at all times. Discuss with services how learners can support service delivery |  |
| 3.6 | Identify and share goals with PE and negotiate how these may be achieved | Provide adequate time to review learner goals, support learner to achieve these and discuss how these may be achieved | Discuss with PE team how learner’s goals may collectively and individually be supported |  | Support learners 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 learner through modelling, demonstration and coaching with clients, including directing learners 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, demonstrate and teach learner’s application of theory to practice with clinical teaching relating to clients and case-based scenarios on the placement | Discuss with PE team how learner application of theory to practice may collectively and individually be supported and taught | Support staff to develop skills in clinical teaching to learners | Support learner’s application of theory to practice with clinical case-based teaching from the HEI |  |
| 3.9 | Complete specific tasks as requested by PE eg plan and prepare sessions | Allocate specific tasks to learner, review and give feedback on tasks | Discuss with PEs appropriate tasks for learners to complete |  | Suggest appropriate tasks for learners to complete and plan these into placement workbooks and discuss as part of educator training |  |
| 3.10 | Write up case notes and reports if requested by PE  Details on the [HCPC standards for record keeping](https://www.rcslt.org/members/delivering-quality-services/meeting-the-hcpc-standards/meeting-the-hcpc-standards-guidance/#section-14) can be found on the RCSLT website | Review and countersign every entry written by learner in case notes | Ensure staff are aware of need to countersign case notes if written by learner | Ensure staff are aware of need to countersign case notes if written by learner | Ensure learners 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 learner, both written and verbal, that develops the learner’s confidence | Support PEs by discussing ways to give feedback to learners and ideas to develop learner’s skills where needed | Support staff to allocate time for learner feedback | Support PEs by discussing feedback for learners and ideas to develop learner’s skills where needed |  |
| 3.12 | Actively develop own reflective practice | Promote the learner’s development of reflective practice, and develop own reflective skills as a PE | Support PEs to develop their own reflective practice re learners, and to promote the learner’s reflection skills |  | Provide training in reflective practice for PEs and to enable PEs to support learner’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 learner 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 learner assessment on placement |  | Share expected competencies and documentation for each placement with PEs. Provide training in assessing learners |  |
| 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 learner to any concerns about the learner’s progress, at the earliest opportunity and develop supportive action plan with HEI tutor and learner. Provide written feedback and specific targets so learner is clear what they need to do to succeed. | Support placement educator and learner if there are concerns about a learner’s progress. |  | Provide clear procedures and guidance to support all parties when learners are struggling on placement.  Develop an action plan together with learner and PE. |  |
|  | **After** the practice-based learning opportunity | | | | | |
|  | Learner | 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 learner 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 | Support resit placements where required | Support resit placements where required |  | Support and arrange options for learners who have not passed placements |  |
|  | **Resources** to support practice-based learning | | | | | |
|  | Learner | 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 learners to access placement resources eg space, IT, library, equipment | Support educator to access placement resources for learner eg space, IT, library, equipment | Support educator and co-ordinator to access placement resources for learner eg space, IT, library, equipment | HEI tutors will support learners’ access to placement resources and library facilities |  |
|  | **Quality monitoring**, management and enhancement of practice-based learning | | | | | |
|  | Learner | 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 learners | Respond to quality monitoring reports and respond when standards are not met | Access and act upon quality monitoring reports from PEs and learners 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 learner.  Action any agreed changes or learning following discussion re learner’s concern. | Discuss any learning from previous placements and concerns within the practice education team, as shared by the service manager. | Liaise with HEI when concerns are raised by the learner about a practice educator or placement setting. | Alert learners to process for raising and escalating concerns about practice educator or placement setting. Actively engage in and support learners 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 |  |
| 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:

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| RCSLT Practice-based Learning Guidance (2025)  RCSLT Curriculum Guidance (2025)  RCSLT Towards a diverse profession (2019)  RCSLT Supporting SLTs with disabilities in the workplace (2025)  HEI placement specific documentation | HCPC Standards of Proficiency (2023)  HCPC Standards of Continuing Professional Development (2017)  HCPC Standards of Conduct Performance and Ethics (2024)  HCPC Standards of Education and Training (2017)  Service specific documentation |

Abbreviations:

PE – Practice Educator SLT – Speech and Language Therapist PBL – Practice-based learning

HEI – Higher Education Institution CPD – Continuing Professional Development PLF – Practice Learning Facilitator

PDR – Professional Development Review DBS – Disclosure and Barring Service