



West Midlands Education Innovation and Notable Practice

**SUPPORTING STUDENTS TO RETRIEVE CLINICAL PLACEMENT
ASSESSMENT**

2010 - 2011



SUPPORTING STUDENTS TO RETRIEVE CLINICAL PLACEMENT ASSESSMENT

BIRMINGHAM CITY UNIVERSITY

Overview:	Programme of additional support / teaching to support students who have failed first attempt in practice, prior to these students re-sitting clinical placement item of assessment
Lead:	Juliette Gaunt, Clinical Placement Coordinator / Senior lecturer Juliette.gaunt@bcu.ac.uk 0121 331 6503

A programme of additional support, focussing on the 6 learning outcomes which students achieve in clinical placement at level 5, was instigated in April 2010. It was decided that students who had failed their placement item of assessment may need some focussed support, to help them to isolate the specific areas required for development, and to prepare them for their re-sit placement, which is typically shorter than the first attempt. The re-sit placement is an intense, four-week period of learning and development, which students are required to pass in order to proceed on the SLT programme.

The placement coordinator in conjunction with key team members put together a timetable of teaching sessions, which would encompass skills and knowledge which students could demonstrate against the placement learning outcomes, whilst on their re-sit placement. The students were also offered an additional opportunity to participate in a simulation; working with a service-user in assessing and appraising communication needs, which would draw together many of the skills which would be required on placement.

- The timetable covered the following topics:
- Phonology Support – how to assess and appraise phonology in a range of clients
- Language and grammar support – how to assess and appraise language and grammar needs in a range of clients
- Client referral session – how to manage client referrals and prioritise information required
- Resources session – how to use clinical resources flexibly
- Reflection and Interpersonal skills – support to identify areas of development in own communication and interaction, through peer role play
- Simulation

These sessions were designated ‘expected attendance’ for any student who was expecting a re-sit placement.

The sessions were also offered to all students who received a mark in the lower banding on clinical placement (40 – 49%), so that they could focus their knowledge and skills in preparation for the level 6 clinical placement module, which would require students to draw together all aspects of level 5 clinical placements, in managing a range of caseloads.

The teaching programme was delivered over a period of three weeks, in the third term at the end of the academic year.

Students attendance at these sessions was shared with re-sit placement providers (stakeholders), and placement aims were generated in partnership between the student and the re-sit placement educators, so as to provide an excellent learning opportunity at re-sit.

Comments from students following these sessions include:

- *“These sessions have helped me to think about where i went wrong first time around, and have really helped me to focus for my re-sit”*
- *“I am now feeling more confident about going on my re-sit placement”*
- *“I feel like I really understand how to demonstrate my knowledge and skills against the 6 outcomes, when on placement with my clinicians”*

As a result of the success of these sessions for the students, a similar programme has also been instigated for the level 6 students who have failed in practice this academic year.