



NetQues

Network for Tuning Standards and Quality
of Education Programmes
in Speech and Language Therapy/Logopaedics across Europe



Project No. 177075-LLP-1-2010-1-FR-ERASMUSENWA



Educational Practices in SLT Collecting Examples of Good Practices

1. Title of the video/resource (add a link to your example)

Accessible information taster sessions for 1st year S< students at the University of Manchester

2. Authors / contact (optional)

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3. Language (in which language is the example?)

English

4. Abstract (English)

The good practice example relates to innovative taster sessions offered to first year Speech and Language Therapy students from the University of Manchester. The taster sessions are offered by the Communication Therapy Team in Oldham which comprises of Speech and Language Therapists and Communication Development workers. The students attend training in accessible information provided by the S< Team in Oldham. Following on from the training they are offered taster sessions to develop accessible information for adults with learning disabilities. Each year between 8 and 12 students have

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a weekly placement in Oldham. Other S< teams across the NW of the UK have also begun to offer similar taster sessions.

During their 6-8 weeks in Oldham, they are given the opportunity to develop a piece of accessible information to support adults with learning disabilities understand a range of health and social care information. Each year new referrals suitable for the project are allocated to the students. A wide range of projects have been tackled by the students from a variety of referers in health, social care and the voluntary sector.

The students have the opportunity to liaise with staff from a wide range of backgrounds including advocates, social workers, Dramatherapists, Physiotherapists nurses and so on. They have the opportunity to meet adults with learning disabilities and the support staff who work with them. Each group of students consults with Service Users connected with the project where appropriate or with the local advocacy group OPAL if it is more suitable.

The students, with support from the Communication therapy Team produce documents or leaflets or even short films which can then be used to support adults with learning disabilities understand information. Over the last 6 years the students have produced a range of resources including leaflets on ear care and physiotherapy, information for parents with learning disabilities about child protection, parenting advice, a dvd and booklet on the safe use of facebook, a picture kit for parents to discuss issues around sexuality and relationship and an accessible assessment for Barnardo's child sexual exploitation team.

This project is already in the public domain through the CLOL conference and web site

5. Keywords

Adults with learning disabilities, accessible information , student placements .

6. Motivation letter: Please, justify why this is a good example of good practice

Benefits to the students and the University

The taster sessions for students are an example of good practice as they provide students with an early experience of the role of the speech and language therapist at a time in their

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training when they may be finding it challenging to make the connection with the theoretical aspects of the University course and the job itself. Many students attending the taster sessions appear to begin to make connections with the linguistics lectures they have been attending or the professional studies sessions. Many of them value the chance to meet with 'real' service users and therapists early in their training. The taster placements provide an opportunity for the students to develop an understanding of the expectations of S< Team Managers on placement, issues such as dress code, interpersonal skills, administrative skills and time management begin to be explored and understood. The importance of reflective practice is emphasized and students begin to complete their own logs. The students are asked to complete project notes to the same standard they would complete case notes, they are able to practice writing to the agreed standard and as a result are less daunted on future placements. They also deliver a presentation on their project; preparing them for a vital part of working in the adult learning disability field. The taster sessions are not formal placements and as such a more relaxed approach is possible providing a 'practice run' for the future.

Benefits for the S< profession

Working with adults with learning disabilities has not always been perceived as an exciting or desirable field for newly qualified therapists. This early exposure frequently creates an interest and enthusiasm for the field which results in requests for future placements and future therapists willing to work with this client group.

Benefits for the Communication Therapy Team

From the Teams' perspective additional high quality accessible information is created with minimal resource. The University benefits from students who return from placement with renewed vigor and passion for the profession and a more realistic view of placement expectations.

Benefits for the Service Users

The Service Users and services in Oldham benefit from increased availability of adapted resources which are requirements under the Equality Act 2010 and Human Rights Act.

7. Other relevant information you would like to add:

Please see good practice examples attached :

[Accessible Information Project at Oldham Learning Disability Service](#)

[Barnardo's adapted assessment. How safe am I?](#)

[What is a child in need meeting?](#)

[What is a Child Protection Plan?](#)

[Facebook Do's and Don'ts](#)

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