BSc (Hons) & MSc Speech & Language Therapy

Core Skills 3

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| **Name of student** |  |
| **Course and Year** (please select) | **BSc Year 3**  **MSc Year 2** |
| **Practice Placement area(s) and setting(s)** (e.g. paediatric community clinc; adult acute) |  |
| **Placement type** (please select) | **Ongoing**  **Block** |
| **Dates** | **Start date:**  **End date:**  **Total days:** |
| **University Academic Advisor** |  |

**Introduction**

The core skills outlined in this document are intended to support students to demonstrate their learning in the core skills which are relevant to their level of learning, and which are aligned to HCPC Standards of Proficiency (2016).

**Guidance for Practice Educators**

The core skills form outlines some examples of activities that can support students to develop and achieve these skills. These are only examples; and not an exhaustive list, equally it is not necessary for students to carry out all activities listed. Where it is not possible for activities to be undertaken, students can take part in a guided, independent activity (e.g. create a summary of assessment or intervention relevant to a particular client group or engage in a clinical discussion about a client they have observed or worked with).

Students must provide evidence of their core skills development throughout their placement but students will need support from their practice educators to identify opportunities to undertake, that will contribute towards their core skills.

At mid and end placement, the student will present their core skills evidence to you. You are asked to review the core skills with them and indicate their level of learning, appropriate for their level. Guidance on the expected level for mid/end point of each placement is provided in a table at the end of this document.

Please note:

* The core skills are assessed as Pass/ Fail
* If the student has had the opportunity to develop a skill but has not shown this development, this is not demonstrated.
* If a student has not had the opportunity to demonstrate a skill, then it would be no opportunity.
* If a student fails a placement, they will need to resit the full placement.
* If a student is going to fail the placement or if you have any concerns about the student, please contact the student’s academic advisor. If this is done early in the placement, an action plan can be put in place to support the student
* Your feedback is invaluable to students. Wherever possible, please provide verbal and/ or written feedback for students on their activities and core skills.

**Guidance for students**

Take time to review the core skills and examples of activities that could be used to demonstrate them as soon as you can. These examples are not exhaustive; add examples of your own if appropriate and discuss with your practice educator.

Each week, reflect on your learning logs and the activities you have undertaken to help you identify evidence of your learning and development.

Students must take responsibility for documenting evidence of the activities undertaken on the core skills form, to demonstrate your core skills development. This needs to be completed at the mid-point and at the end of placement for your educator to sign off the competencies.

For each of the core skills, you must summarise how you have demonstrated your learning. This should be in the form of a short statement or bullet points referring to your reflective log and any other evidence available.

It is important to be realistic and honest about your learning. It may not be possible to develop and evidence all the core skills. Your university tutor will discuss alternative opportunities for demonstrating core skills as required.

**Speech and Language Therapy Core Skills 3**

1. Professional conduct

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| **Core skills & examples of supporting activities** | **Student summary** | **Grading (please select)** |
| **1. Practices with reference to appropriate legislation**   * Identifies legislation relevant to client group and setting * Demonstrates knowledge of key principles of legislation * Shows understanding of application of legislation when making clinical decisions * Understands implications of not practicing within relevant legislation | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **2. Ability to make autonomous decisions. Ready to commence independent practice. (SOP 4)**   * Is able to independently make clinical decisions of non-complex clients; eg intervention, discharge, referral to another agency * Recognises when to discuss decisions with educator * Recognises areas for further development and identifies actions | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **Overall comments on professional conduct** | **Student (mid):** | **Practice educator (mid):** |
| **Student (end):** | **Practice educator (end):** |
| **ACTIONS (agreed with educator and student)** | **Mid Placement:** | **End Placement:** |

1. Communication and working in partnership

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| **Core skills & examples of supporting activities** | **Student summary** | **Grading (please select)** |
| **3. Varies content and style of communication, e.g. for client, carer, professional (SOP 8)**   * Able to convey verbal and written information in appropriate language, avoiding jargon * Able to explain clearly a variety of information such as assessment processes and findings, diagnoses, next steps; * Answers questions from clients, carers or professionals appropriately and clearly * Uses professional terminology in discussions with other professionals, as appropriate | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **4. Demonstrates skilled interaction for those with communication impairments**   * Recognises communication needs of clients * Actively uses strategies to support communication * Monitors and adjusts language levels when providing explanations as appropriate * Uses and facilitates total communication * Provides time and appropriate support for clients’ communication | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **5.**  **Writes records and reports in a succinct and appropriate style (SOP 10)**   * Uses electronic systems to record information * Produces accurate, written record of client contact, provides appropriate level of detail and uses appropriate language for purpose of record or report * Structures information appropriately * Writes reports appropriate for purpose and all recipients | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **6. Recognises and works within boundaries of role (SOP 9)**   * When working with clients, able to identify role of SLT and others including others including clients, carers and others involved in client care * Understands professional duties and responsibility of SLT * Understands when to make referrals, seek advice or initiate urgent action * Appropriately seeks and engages in supervision | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **7.Initiates and sustains appropriate professional relationships and can work as part of a team (SOP 9)**   * Actively engages with own team or others where appropriate * Recognises own role within uni- or multi-disciplinary team * Communicates with other professionals as needed to support client care * Carries out joint sessions with other professionals as appropriate for client care * Has clear understanding of the role of different professionals | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **Overall comments on communication and working in partnership** | **Student (mid):** | **Practice educator (mid):** |
| **Student (end):** | **Practice educator (end):** |
| **ACTIONS (agreed with educator and student)** | **Mid:** | **End:** |

1. Clinical Skills

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| **Core skills & examples of supporting activities** | **Student summary** | **Supervisor/ university tutor comment (as applicable)** |
| **8. Accurate online recording (including accurate phonetic transcription) (SOP 14)**   * Makes accurate recordings of formal and informal assessments whilst managing session * Recordings provide appropriate information for purpose of session, e.g. initial assessment * SMART targets in therapy session * Quality and quantity of information recorded can be used to interpret client performance and determine next steps | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **9.Interprets and integrates observations with other info gathered (e.g. case history, formal assessment, informal assessment, to provide holistic picture (SOP 14)**   * Able to analyse and interpret information to determine client’s strengths and areas of difficulty * Able to identify relevant sources of information * Recognises where additional information is needed and how to gather this * Makes use of ICF to provide holistic picture of client including role of personal and environmental factors * Integrates holistic understanding of client into care plan * Aims of care plan reflect holistic understanding of client | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **10. Independent in production and execution of a structured plan with suitable adaptations during sessions in response to client need (SOP 14)**   * Produces session plan independently; selects appropriate SMART targets to meet aims of episode of care * Select activities and materials that are appropriate to meet the aims and targets * Activities and materials are engaging and client-centred * Session is run independently and able to use step-up/ downs effectively to adapt a session * Can evaluate the session accurately in terms of own skills and decisions and can makes appropriate suggestions for change   **To pass this core skill, this needs to be evidenced on a session plan with educator feedback** | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **11. Embeds research/ evidence base in the plan by providing a clear rationale for choice of therapy approach (SOP 14)**   * Able to select and discuss appropriate research evidence to support selection of aims and therapy approach * Recognises value and limitations of selected research in relation to specific client * Appropriate rationale included in care plans relating to client group   **To pass this core skill, this needs to be evidenced on a session plan with educator feedback** | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End Placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **12. Provides specific therapeutic feedback to guide learning (SOP 14)**   * Provides or discusses specific feedback, modelling, prompting, cuing etc to support client learning * Considers actions/ changes for clients/ carers/ others beyond the session * Uses or discusses strategies to support others to make changes/ complete activities * Includes use of therapeutic feedback strategies in session plan | Mid Placement: | **Mid Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **13. Can manage own caseload, e.g. prioritisation (SOP 14)**   * Can make and discuss prioritisation decisions in relation to a selection of clients seen or discussed with educator * Prioritises own time to complete placement tasks effectively * Engages in written tasks relating to caseload prioritisation with a hypothetical caseload * Can rationalise decisions for caseload prioritisation based on the settings prioritistion criteria and knowledge of wider frameworks such as NICE guidelines. | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **14. Plans and delivers intervention that is holistic and tailored to individual need (SOP 5)**   * Integrates ICF into care plans * Recognises that personal and environmental factors can influence client engagement with therapy * Identifies and respects client’s owns preferences when selecting goals * Engages in shared decision making   **NB. To pass this core skill, this must be evidenced on a session plan with educator feedback** | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **15. Realistic in long term planning, determining prognosis and understanding how the role of the SLT might change (SOP 14)**   * Shows understanding of client and service-related factors that impact SLT role with client * Considers how medical, psychological and social factors may influence long term outcomes * Is able to draw on current understanding of clients medical condition to support long term planning for prognosis and intervention. | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **16. Effective use of outcomes to evaluate therapy (SOP 12)**   * Suggest suitable outcome measure in relation to client/ intervention * Able to discuss/ reflect on value of outcomes measures for client and/ or service * Collates summary/ evaluation of outcome measures * Can use outcome measures to support discussion around therapeutic management of client. * Can discuss the pros and cons of some outcome measures with educator | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **17. Reflects and adapts practice independently (SOP 11)**   * Accurately reflects of own strengths and areas for development in relation to activity and/ or skills * Listens to and acts on feedback * Identifies and executes actions to support development * Produces action plan for own development * Discusses next steps for own/ others’ client based on own/ observed session * Evaluates session in terms of client and own skills and acts on these   **NB. To pass this core skill, the student must provide evidence to their educator, of one daily (ongoing placement) or one weekly (block placement) reflection of their learning.** | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of Placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **18. Identifies and guides others in health and safety practice (SOP 15)**   * Follows relevant health and safety policies or models best practice * Identifies and reports any health and safety risks * Can discuss health and safety practices related to setting e,g, lone worker policy, telehealth policies * Student can support others or discuss health and safety practices such as outline fire evacuation procedures to clients or staff in group or training situations. * Student can complete written health and safety task related to the setting. | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **Overall comment on clinical skills** | **Student (mid):** | **Practice educator (mid):** |
| **Student (end):** | **Practice educator (end):** |
| **ACTIONS (agreed with educator & student)** | **Mid:** | **End:** |

1. Application of theory to practice

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| **Core skills & examples of supporting activities** | **Student summary** | **Supervisor/ university tutor comment (as applicable)** |
| **19. Independently researches appropriate theory and integrates into client management (SOP 13)**   * Draws on relevant theory in discussion of client management e.g. anatomy, linguistics, psychology * Includes appropriate theory in planning work with service users, e.g. care and session plans * Relates client data to appropriate models and uses theory to hyothesise breakdown and plan intervention   **NB. To pass this core skill, this must be evidenced on a session plan with educator feedback** | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of Placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **20. Discusses evidence base in relation to therapeutic management of client group (SOP 14)**   * Collates summary of evidence for relevant clinical area and discusses with supervisor * Researches and presents on topics to support clinical area, e.g. Apps; telehealth; makes resources, e.g. leaflets to support clinical setting * Undertakes specific projects identified by the setting, e.g. service user feedback * Awareness raising; communication friendly information * Training others and/or completes audits | Mid Placement: | **Mid Placement**:  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| End of placement: | **End of Placement:**  No opportunity  Not demonstrated  Emerging  Appropriate for level |
| **Overall comment on application of theory to practice** | **Student (mid):** | **Practice educator (mid):** |
| **Student (end):** | **Practice educator(end):** |
| **Actions (agreed with educator and student)** | **Mid:** | **End:** |

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| **Mid placement grading** | **Final placement grading** |
| **Pass/Fail mid placement 2023-24 only**  **BSc L6 ongoing 50% emerging**  **BSc L6 block 50% appropriate for level**  **MSc 2 block 50% appropriate for level** | **Pass/Fail end placement 2023-24 only**  **BSc L6 ongoing 100% emerging**  **BSc L6 block 100% appropriate for level**  **MSc2 block 100% appropriate for level** |
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| **Practice educator name** | **Practice educator name** |
|  |  |
| **Practice educator signature** | **Practice educator signature** |
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