BSc (Hons) & MSc Speech & Language Therapy

Core Skills 1.5

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| **Name of student** |  |
| **Course and Year** (please select) | **BSc Year 1****MSc Year 1** |
| **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 (2023).

## 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 core skills development, 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 1.5**

1. Professional conduct

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| **Core skills & examples of supporting activities** | **Student summary**  | **Grading (please select)** |
| **1. Demonstrates non-discriminatory practice and respect for all service users and colleagues (SOPs 2/ 5)*** Gains consent to provide care from client
* Maintains dignity; recognises and considers individual differences
* Follows employer guidelines of non-discriminatory practice with clients and colleagues
* Person-centred approach and understands the demographics of population served
 | Mid Placement: | **Mid Placement**:No opportunityNot demonstratedEmergingAppropriate for level |
| End of placement: | **End of Placement:**No opportunityNot demonstratedEmergingAppropriate for level |
| **Professional attitude and commitment to role (SOP 3/ 15)*** Punctuality, appropriate time management and organisation; prepares for tasks and meetings; timely completion of tasks and requests.
* Dress and presentation; displays interest and engagement; appropriate standards of personal conduct within and (where known) beyond setting.
* Always follows employer guidelines and policies, e.g. infection control; absence reporting; works within health and safety guidance; initiates health and safety actions; recognises boundaries of role and seeks guidance when appropriate.
 | Mid Placement: | **Mid Placement**:No opportunityNot demonstratedEmergingAppropriate for level |
| End of placement: | **End of Placement:**No opportunityNot demonstratedEmergingAppropriate 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. Suitable standard of spoken and written English (SOPs 7/ 9) Evidenced in clinical and professional work.** * With support, communicates effectively in verbal and written form; communication is clear, free from errors and appropriate for purpose.
* With support, gathers information from clients, carers, conveys information to clients and carers, e.g. making appointments; carrying out and recording outcomes of telephone reviews.
* With support, writes case notes and reports with guidance regarding content.
* With support, writes using professional format and terminology in projects and service documents.
 | Mid Placement: | **Mid Placement**:No opportunityNot demonstratedEmergingAppropriate for level |
| End of placement: | **End of Placement:**No opportunityNot demonstratedEmergingAppropriate for level |
| **3.Initiates and develops relationships with service users, their families, and other professionals (SOPs 7/ 8)*** Engaged, interested and professional when working with all service users.

Recognises communication needs of clients by:* With support, actively uses strategies to try to support communication, with/ without support e.g. facilitates total communication; makes adaptations to communication where appropriate.
* With support, varies content and style for client, carer, professional; demonstrates active listening, e.g. empathy, clarification;
* With support, demonstrates appropriate communication skills with colleagues both individually and within teams.
 | Mid Placement: | **Mid Placement**:No opportunityNot demonstratedEmergingAppropriate for level |
| End of placement: | **End of Placement:**No opportunityNot demonstratedEmergingAppropriate for level |
| **5. Maintains confidentiality in oral and written communication within the placement setting (SOP 6)*** Follows setting policy and professional body guidance on record-keeping; communicates appropriately with others in relation to client and service information.
 | Mid Placement: | **Mid Placement**:No opportunityNot demonstratedEmergingAppropriate for level |
| End of placement: | **End of Placement:**No opportunityNot demonstratedEmergingAppropriate 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)** |  |

1. Clinical Skills

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| **Core skills & examples of supporting activities** | **Student summary** | **Supervisor/ university tutor comment (as applicable)** |
| **6. Makes accurate observations (SOP 13)*** Observe a client’s communication or eating/ drinking and report back to supervisor.
* With support, makes use of structured observation framework to gather, record and feedback findings.
* Prepares a case history pro-forma; with support, takes all or part of a case history.
* Makes accurate notes from meetings – clinical and professional.
 | Mid Placement: | **Mid Placement**:No opportunityNot demonstratedEmergingAppropriate for level |
| End of placement: | **End of Placement:**No opportunityNot demonstratedEmergingAppropriate for level |
| **7. Administers and scores, formal or informal assessments (SOP 13)*** Observes an assessment and discusses process and/ or findings with educator
* With support, conducts all or part of an assessment with a client or role-play
* With support, scores assessment data provided by others
* With support, transcribes speech for client working with self or SLT
 | Mid Placement: | **Mid Placement**:No opportunityNot demonstratedEmergingAppropriate for level |
| End of placement: | **End of Placement:**No opportunityNot demonstratedEmergingAppropriate for level |
| **8. Prepares and/ or follows and/ or adapts a structured plan (SOP 13)*** Plans an activity for a client with support from educator
* Creates resources for own/ others’ sessions
* Carries out simple interventions with support from educator
* Practises activity with client after demonstration
* With support, writes session plan for client using SMART targets
* Carries out part of a session with a client, with support
* Uses accurate online recording (making notes of the client’s performance in tasks, transcription, scores in tasks etc.)
* Able to review session and suggest simple adaptations/ alternatives; NB can relate to project plan as well as clinical

**NB. To pass this core skill, the student must complete a minimum of one session plan (on which their educator has given feedback) at an appropriate level for their learning.** | Mid Placement: | **Mid Placement**:No opportunityNot demonstratedEmergingAppropriate for level |
| End of placement: | **End of Placement:**No opportunityNot demonstratedEmergingAppropriate for level |
| **Overall comment on clinical skills**  | **Student (mid):** | **Practice educator (mid):** |
| **Student (end):** | **Practice educator (end):** |
| **ACTIONS (agreed with educator & student)** |  |

1. Application of theory to practice

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| **Core skills & examples of supporting activities** | **Student summary** | **Supervisor/ university tutor comment (as applicable)** |
| 1. **Beginning to integrate broad principles of appropriate theory into practice/ role (SOPs 11/ 12/ 13)**
* Requests guidance on theory from placement educator
* With support, draws on relevant theory in discussion of client management (e.g. anatomy, linguistics, psychology)
* With support, includes appropriate theory in planning work with clients, e.g. using ICF to think about where to focus intervention; relates theory to project

**NB. This must be evidenced on the session plan, as for core skill including educator feedback.** | Mid Placement: | **Mid Placement**:No opportunityNot demonstratedEmergingAppropriate for level |
| End of placement: | **End of Placement:**No opportunityNot demonstratedEmergingAppropriate 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)** |  |  |

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| --- | --- |
| **Mid placement grading**  | **Final placement grading** |
| **Pass/Fail Mid placement (100% emerging)** | **Pass/Fail End placement (100% appropriate for level)** |
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| **Practice educator name**  | **Practice educator name**  |
|  |  |
| **Practice educator signature**  | **Practice educator signature**  |
|  |  |
| **Student name**  | **Student name** |
|  |  |
| **Student signature**  | **Student signature** |
|  |  |
| **Date** | **Date**  |
|  |  |