



BSc (Hons) & MSc Speech & Language Therapy

Core Skills 1.5

This document is now housed and needs to be signed off on our Placement Assessment Records and Evaluation (PARE) platform.

Educators/ Mentors:

Educators in NHS Trusts - If you do not have a PARE login please contact your Clinical Placements lead or PLF

Educators in private, independent and voluntary organisations, please contact sltplacements@leedsbeckett.ac.uk if you do not have a PARE login

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 are listed below along with 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 and they 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 on PARE. You are asked to review the core skills with them and indicate their level of core skill development, as appropriate for their stage on the placement and on the course. Guidance on the expected level for mid/end point of each placement is provided below.

- 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**, but we ask that you endeavour to support the opportunity for the student to demonstrate this skill in the remaining placement days. Please contact the student's academic advisor if you need any support with this.
- **Emerging:** this relates to students showing awareness of the skill and still needing considerable support to demonstrate it; explanations may be incomplete or contain errors; students may need support to recognise their knowledge, skills and areas to develop



- **Appropriate for level:** this relates to students demonstrating this skill mostly independently at the level expected for their year of study on the course. They may well still make errors or have gaps and they are recognising these with minimal support
- 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 towards a positive outcome.
- 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 PARE, to demonstrate your core skill 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. If there are core skills that are difficult to demonstrate on the placement, please contact your academic advisor who will discuss this with you and your educator.

Parameters for passing the placement:

Formative mid placement grading:

Pass is awarded if all Core Skills are Graded as Emerging/Appropriate for Level.

Fail is awarded if any Core Skills are graded as Not Demonstrated or No Opportunity. The learner, Practice Educator and Academic Advisor are required to work together to draw up an action plan on the placement 'Plan of Action' page. The learner's Academic Advisor will receive a notification that an action plan is required.

End Placement Grading:

Pass is awarded if all Core Skills are Graded as Appropriate for Level.

Fail is awarded if any Core Skills are graded as Not Demonstrated, No Opportunity or Emerging. The learner's Academic Advisor and Placement Module Leader will receive a notification.

Eating, drinking and swallowing (EDS) Competencies and hours

EDS competencies and hours also need to be signed off on PARE; they are noted below (highlighted in pink) to show the links between EDS competencies and core skills.



Speech and Language Therapy Core Skills 1.5

Domain 1 : Professional conduct

Core skills & examples of supporting activities

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
- EDS Competency 1: work with an interpreter to discuss EDS goals with a service user / family
- EDS Competency 1: Discuss with practice educator, the potential range of different personal, cultural, and medical factors that could be important to a service user/family/carer (i.e. psychosocial factors around family meals, going out, embarrassment, deteriorating health etc.)

2. 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.
- EDS competency 2: Understand and comply with the local department's health and safety and infection control with consideration of challenges this may present in a range of settings.

Domain 2 : Communication and working in partnership

Core skills & examples of supporting activities

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.
- EDS Competency 3: Gain further information on an EDS referral from ward staff in an acute setting.

4. 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.
- EDS Competency 3: Discuss the referral with the service user or family member by telephone.
- EDS Competency 13: explains plan to SU / family and MDT - NB x 1 EDS achieved sign off must be on placement

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.

Domain 3 : Clinical Skills

Core skills & examples of supporting activities

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.
- EDS Competency 8: recognise signs and symptoms of dysphagia; eg create a leaflet explaining dysphagia to clients
- EDS Competency 9: Develop your own case history form and practise with service users in a range of settings.
- EDS Competency 9: Carry out a case history with support from your Practice educator, for a service user who has EDS difficulties.

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
- EDS Competency 10: Carry out an oral, facial motor assessment and swallowing assessment for a range of service users at risk of EDS and feedback your findings to your Practice educator - NB x 1 EDS achieved sign off must be on placement
- EDS Competency 14: uses asst to record EDS patterns; create swallowing asst crib sheet and discuss with educator

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.

- EDS competency 6: recognise impact of modifying aspects of EDS process'; review and share evidence around texture modification
- EDS Competency 11: formulate hypotheses & plan for intervention, following discussion with educator
- EDS Competency 12: develop person centred plan; create worksheet of techniques . exercises in accessible formats



- **EDS Competency 13: explains management programmes to service users / families /carers/ and relevant team members.**

Domain 4 : Application of Theory to Practice

Core skills & examples of supporting activities

9.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.

EDS competency 12: use evidence base to develop plan including rehab / compensation technique