



BSc (Hons) & MSc Speech & Language Therapy

Core Skills 2

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.

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**, 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



- 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 2

Domain 1 : Professional conduct

Core skills & examples of supporting activities

1. Demonstrates non-discriminatory practice and respect for all service users (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 - NB x 1 EDS achieved sign off must be on placement
- EDS Competency 1: Discuss with practice educator, the potential range of differ 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.) - NB x 1 EDS achieved sign off must be on placement

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 - NB x 1 EDS achieved sign off must be on placement

Domain 2 : Communication & Working in Partnership

Core skills & examples of supporting activities

3. Suitable standard of spoken and written English (SOPs 7/ 9) Evidenced in clinical work.

- communicates effectively in verbal and written form; communication is clear, free from errors and appropriate for purpose.
- gathers information from clients, carers, conveys information to clients and carers, e.g. making appointments; carrying out and recording outcomes of telephone reviews.
- writes case notes and reports with guidance regarding content.
- 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:
- actively uses strategies to try to support communication, with/ without support e.g. facilitates total communication; makes adaptations to communication where appropriate.
 - varies content and style for client, carer, professional; demonstrates active listening, e.g. empathy, clarification;
 - 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.



6. Understands role and or/ works within the MDT (SOP 8)

- Is able to explain the rationale for SLT role, e.g. with MDT or in role play
- Identifies involvement of other professionals with service users and shows understanding of their role
- Seeks and shares information with other professionals as appropriate
- EDS Competency 13: explains programme to MDT - NB x 1 EDS achieved sign off must be on placement
- EDS Competency 20: identify and discuss situations that require initiation of safeguarding discussions (see role play egs on EDS Competency document).

Domain 3 : Clinical Skills

Core skills & examples of supporting activities

7. Make accurate observations and can record and discuss them (SOP 13)

- Makes accurate observations of a client's communication or eating/ drinking and report back to supervisor.
- makes use of structured observation framework to gather, record and feedback findings.
- Prepares a case history pro-forma; 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 case history form and practise with service users - NB x 1 EDS achieved sign off must be on placement
- EDS Competency 9: Carry out a case history with support from practice educator, for a service user who has EDS difficulties - NB x 1 EDS achieved sign off must be on placement

8. Administer, score, analyses or interpret formal or informal assessments (SOP 13)

- Observes an assessment and discusses process and/ or findings with educator
- Conducts all or part of an assessment with a client or role-play; scores and/ or analyses assessment data provided by others
- Transcribes speech for client working with self or SLT
- Makes appropriate suggestions for selecting assessments/ alternatives
- Discusses simple, holistic interpretation of findings; suggests next steps, based on findings
- Makes some links to theory
- 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
- EDS Competency 15: Synthesize info to formulate diagnosis; provide summary following discussion with educator
- EDS Competency 16: Synthesize info to develop holistic plan; present info to client in accessible format

9. Prepares and/ or follows and/ or adapts a structured plan (SOP 13)

- Plans an activity for a client with/ without contingencies (step up/ down)
- Able to discuss or record rationale for therapy
- Creates resources for own/ others' sessions
- Carries out simple interventions, e.g. practising activity with client after demonstration
- Writes session plan for client using SMART targets; carries out all or part of a session with a client, with/ without support
- Manages a session independently
- Accurate online recording (means making notes of the client's performance in tasks through, transcription, scores in tasks etc.) of all or part of session carried out by self/ SLT/video
- Able to review session and suggest simple adaptations/ alternatives
- Uses step-up/ downs effectively to adapt a session

To pass this core skill this must be evidenced on a session plan with educator feedback

- 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
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- 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

10. Provides suitable encouragement, general/ specific feedback and learning/ behaviour change strategies (SOP 8/ 15)

- Uses choice of activities, verbal encouragement and/ or general feedback to engage client in session
- Provides specific feedback, modelling, prompting, cuing to support client learning
- Considers actions/ changes for clients/ carers/ others outside the session
- Uses strategies to support others to make changes/ complete activities
- EDS competency 17: identify outcomes to support review; research possible formal outcome measures
- EDS competency 19: discuss and reflect on the ethical issues around EDS

11. Reflects and adapts practice (SOP 10)

- Accurately reflects of own strengths and areas for development in relation to activity and/ or skills
- Identifies actions to support development
- Produces action plan for own development
- Listens to and acts on feedback; discusses next steps for own/ others' client based on own/ observed session
- Evaluates session in terms of client and own skills

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

- EDS Competency 17: identify outcomes to support review; discuss formal outcome measures

12. Plans and/ or delivers intervention that is holistic, evidence-based and tailored to individual need (SOPs 12/ 13)

- Suggests next steps following assessment/ intervention, with/without support
- Writes care plan for client with/ without support
- Can reflect on/ discuss short/ long term impact of communication/ eating and drinking difficulty on client
- Understands ICF in relation to planning aims for client
- Uses evidence based practice to support client planning
- EDS Competency 6: recognise impact of modifying aspects of EDS process; present understanding of IDDSI to educator
- EDS Competency 9: discuss family perspective when taking case history, with support
- EDS Competency 11: formulate hypothesis and interventions following observation of educator doing assessment
- EDS Competency 18: identify outcomes for discharge and relate to local discharge criteria

Domain 4 : Application of Theory to Practice

Core skills & examples of supporting activities

13. Integrates appropriate theory into practice/ role (SOP 11/ 12/ 13)

- Requests guidance on theory from placement educator e.g. 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 or session plans with/ without guidance
- Relates to client data to simple models

To pass this core skill this must be evidenced on a session plan with educator feedback

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

14. Demonstrates knowledge of a range of therapeutic management for the client group (SOP 11/ 13)

- 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
- Completes audits for the service
- Supports in a MDT clinic or ward round



- EDS Competency 7: describe implications of non-oral supplementation and discuss feeding at risk policies
- EDS Competency 12: show knowledge of rehab and compensatory techniques to develop plan