

# BSc (Hons) & MSc Speech & Language Therapy

## Core Skills 2

<b>Name of student</b>	
<b>Course and Year</b> (please select)	<b>BSc Year 2</b> <b>MSc Year 1</b>
<b>Practice Placement area(s) and setting(s)</b> (e.g. paediatric community clinic; adult acute)	
<b>Placement type</b> (please select)	<b>Ongoing</b> <b>Block</b>
<b>Dates</b>	<b>Start date:</b> <b>End date:</b> <b>Total days:</b>
<b>University Clinical Tutor</b>	

### 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.

The altered approach to core skill is in response to the [RCSLT Practice-based learning guidance for 2020-21](#). It acknowledges the pressure on practice education during and post COVID-19 and offers flexibility to support the delivery of quality placements. It states:

- There are a range of practice-based learning activities which can be counted as practice placement in the 2020-21 academic year.
- A minimum of 25% of practice-based learning should be direct client-centred care.
- All practice-based learning activities must facilitate learners to meet their Standards of Proficiency (HCPC, 2014).

To address this, we have:

- Asked students to take the lead in demonstrating and recording their learning.
- Reduced the number of core skills whilst reflecting a breadth of potential learning opportunities.
- Added examples of suggested activities which may be used to support and evidence development of the core skills. These are not exhaustive and practice educators or students should feel free to add additional examples as appropriate.

## Guidance for Practice Educators

Students are asked to review the core skills and example activities (see Table 2) to identify opportunities to undertake activities that will contribute towards their core skills. Practice educator support with this process would be very helpful.

Examples of activities that can be used to develop and demonstrate the core skills are provided. These are examples only; they are not exhaustive and, 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).

At mid and end placement, you are asked to review the core skills with the student 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 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

Students have been asked to record and evidence their learning in order to demonstrate development of their core skills. The steps to do this are outlined under 'Guidance for students' below. Your feedback is invaluable to students. Wherever possible, please provide verbal and/ or written feedback for students on their activities. Students are expected to note and reflect on feedback they receive as part of their reflective learning log.

## Guidance for students

Due to the increased pressure on clinical services during and post COVID-19, we are expecting students to take responsibility for their learning on placement.

- We are confident that students will:
  - support the clinical team by undertaking your role to the best of your ability
  - recognise that there may be limited supervisory opportunities available and avoid making unrealistic demands
  - take responsibility for your own learning using the steps outlined above.

## Step 1

Use the **reflective learning log** (Table 1) to reflect on your learning. This is where the key evidence for your core skills will be recorded.

The log provides space for you to:

- Outline how you have applied existing skills and knowledge together with any additional skills that you have developed. Focus on **quality and depth** rather than quantity; it is better to write a short summary that really demonstrates what skills you have developed or what you have learned than to write an essay that simply describes your experience that does not show your learning.
- Reflect in depth on a particular learning experience.
- Record any feedback you have received and your next steps. You should also make a note of any additional evidence that supports your learning. This could include a summary of learning from reading you have done, additional reflections, any written tasks you have completed, care or session plans, university learning etc. Keep these organised in folders relating to each area of core skills (professional conduct; communication and working in partnership; clinical skills; theory to practice) so that you can share with your practice educator/ university tutor as needed.
- **You should complete the reflective learning log daily (ongoing placement) or weekly (block placement).**
- When possible, **discuss your learning with your educator** and ask him or her to comment on it. Be prepared to lead the discussion on your learning and, where appropriate, to share your reflective log and any other evidence associated with your learning. If possible, ask your practice educator to write feedback OR provide verbal feedback and ask your supervisor to sign your learning log.
- **You must adhere to the confidentiality policy when completing your log.**

## Step 2

- Take time to review the **core skills** and examples of activities that could be used to demonstrate them as soon as you can (Table 2). These are not exhaustive; add examples of your own if appropriate and discuss with your supervisor if possible.
- For each of the core skills, you should 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. This should be done at the **mid-point** and at the **end of placement**.
- It is important to be realistic and honest about your learning. It may well not be possible to develop and evidence all the core skills and/ or some may only be partially achieved to the appropriate level for your stage in the course. Your university tutor will discuss alternative opportunities for demonstrating core skills as required.

## Table 1: Reflective Learning Log

Use this template to record and reflect on your learning as outlined in Guidance for students, Step 1.

You will need to copy and paste the template for each entry.

The log should be completed **daily (ongoing placement) or weekly (block placement)**.

Remember to **maintain confidentiality**.

Date (or w/c)	
<i>Briefly list your main duties and activities for the day or week including who you have worked with (clients, colleagues; record this in general terms/roles, NOT individuals). Note where you have observed/ discussed (o); worked jointly (j); worked with supervision (s) or worked independently (i).</i>	
<i>Briefly note how you have you applied your existing skills and knowledge. What new skills or knowledge have you gained or improved?</i>	
<i>Make a note of any <b>feedback</b> you have received. What is your response to it (feelings and practical actions)?</i>	
<i>Select a <b>specific experience</b> and write a <b>structured reflection</b> that <b>demonstrates your learning</b> from it.</i>	
<i>List the <b>core skills</b> developed by your experiences and learning.</i>	
<i>Note any <b>additional evidence</b> of work that has supported your core skill development.</i>	
<i>Note any feedback received from practice educator.</i>	
<i>Next steps (identified by student and/ or agreed with educator).</i>	
<i>Practice educator signature (where available)</i>	<i>Student signature</i>
<i>Date:</i>	<i>Date:</i>

**Table 2: Speech and Language Therapy Core Skills 2**

**1. Professional conduct**

<b>Core skills &amp; examples of supporting activities</b>	<b>Student summary</b>	<b>Grading (please select)</b>
<b>1. Demonstrates non-discriminatory practice and respect for all service users ( SOPs 2/6)</b> (e.g. asks permission to provide care; maintains dignity; recognises and considers individual differences; follows employer guidelines of non-discriminatory practice with SUs and colleagues; person-centred; understands demographics of population served)	Mid Placement:	<b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met
	End of placement:	<b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met
<b>2. Professional attitude and commitment to role (SOP 3/ 15)</b> (e.g. punctuality, dress and presentation; appropriate time management and organisation; displays interest and engagement; prepares for tasks and meetings; timely completion of tasks and requests; 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:	<b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met
	End of placement:	<b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met
<b>Overall comments on professional conduct</b>	<b>Student (mid):</b>	<b>Practice educator (mid):</b>

	<b>Student (end):</b>	<b>Practice educator (end):</b>
<b>ACTIONS (agreed with educator and student)</b>	<b>Mid Placement:</b>	<b>End Placement:</b>

## 2. Communication and working in partnership

<b>Core skills &amp; examples of supporting activities</b>	<b>Student summary</b>	<b>Grading (please select)</b>
<b>3. Suitable standard of spoken and written English (SOP 8) Evidenced in clinical work.</b> (e.g. 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)	Mid Placement:	<b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met
	End of placement:	<b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met
<b>4. Initiates and develops relationships with service users, their families, and other professionals (SOPs 8/9)</b> (e.g. engaged, interested and professional when working with all service users; recognises communication needs of clients; actively uses strategies to try to support communication, with/ without support; e.g. facilitates total communication; makes adaptations to communication where appropriate, e.g. varies content and style for client, carer, professional; demonstrates active listening, e.g. empathy, clarification; demonstrates appropriate communication skills colleagues both individually and within teams)	Mid Placement:	<b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met
	End of placement:	<b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met

<b>5. Maintains confidentiality in oral and written communication within the placement setting (SOP 7)</b> (e.g. follows setting policy and professional body guidance on record-keeping; communicates appropriately with others in relation to client information)	Mid Placement:	<b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met
	End of placement:	<b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met
<b>6. Understands role and or/ works within the MDT (SOP 9)</b> (e.g. 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)	Mid Placement:	<b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met
	End of placement:	<b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met
<b>Overall comments on communication and working in partnership</b>	Student (mid):	Practice educator (mid):
	Student (end):	Practice educator (end):
<b>ACTIONS (agreed with educator and student)</b>		

### 3. Clinical Skills

Core skills & examples of supporting activities	Student summary	Supervisor/ university tutor comment (as applicable)
<p><b>7. Makes accurate observations and can record and discuss them (SOP 14)</b>            (e.g. observe 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; discusses simple, holistic interpretation of findings form observation/ case history; with guidance, suggests next steps based on findings; makes some links to theory)</p>	Mid Placement:	<p><b>Mid Placement:</b>            No opportunity            Not demonstrated            Emerging            Fully met</p>
	End of placement:	<p><b>End of Placement:</b>            No opportunity            Not demonstrated            Emerging            Fully met</p>
<p><b>8. Administer, score, analyses or interpret formal or informal assessments (SOP 14)</b>            (e.g. 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)</p>	Mid Placement:	<p><b>Mid Placement:</b>            No opportunity            Not demonstrated            Emerging            Fully met</p>
	End of placement:	<p><b>End of Placement:</b>            No opportunity            Not demonstrated            Emerging            Fully met</p>
<p><b>9. Prepares and/ or follows and/ or adapts a structured plan (SOP 14)</b>            (e.g. 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 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)</p>	Mid Placement:	<p><b>Mid Placement:</b>            No opportunity            Not demonstrated            Emerging            Fully met</p>
	End of placement:	<p><b>End of Placement:</b>            No opportunity            Not demonstrated            Emerging            Fully met</p>



<p><b>10. Provides suitable encouragement, general/ specific feedback and learning/ behaviour change strategies (SOP 14)</b> (e.g. uses choice of activities, verbal encouragement and/ or general feedback to engage client in session; provides specific feedback, modelling, prompting, cuing etc to support client learning; considers actions/ changes for clients/ carers/ others outside the session; uses strategies to support others to make changes/ complete activities)</p>	Mid Placement:	<p><b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met</p>
	End of placement:	<p><b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met</p>
<p><b>11. Reflects and adapts practice (SOP 11)</b> (e.g. 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).</p>	Mid Placement:	<p><b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met</p>
	End of placement:	<p><b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met</p>
<p><b>12. Plans and/ or delivers intervention that is holistic, evidence-based and tailored to individual need</b> (e.g. 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).</p>	Mid Placement:	<p><b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met</p>
	End of placement:	<p><b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met</p>
<p><b>Overall comment on clinical skills</b></p>	Student (mid):	Practice educator (mid):
	Student (end):	Practice educator (end):

<b>ACTIONS (agreed with educator &amp; student)</b>		

#### 4. Application of theory to practice

<b>Core skills &amp; examples of supporting activities</b>	<b>Student summary</b>	<b>Supervisor/ university tutor comment (as applicable)</b>
<b>13. Integrates appropriate theory into practice/ role (SOP 13)</b> (e.g. 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)	Mid Placement:	<b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met
	End of placement:	<b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met
<b>14. Demonstrates knowledge of a range of therapeutic management for the client group (SOP 14)</b> (e.g. 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; audit)	Mid Placement:	<b>Mid Placement:</b> No opportunity Not demonstrated Emerging Fully met
	End of placement:	<b>End of Placement:</b> No opportunity Not demonstrated Emerging Fully met
<b>Overall comment on application of theory to practice</b>	<b>Student (mid):</b>	<b>Practice educator (mid):</b>

	<b>Student (end):</b>	<b>Practice educator (end):</b>
<b>Actions (agreed with educator and student)</b>		

<b>Pass/Fail Mid placement</b>	<b>Pass/Fail End placement</b>
<b>Practice educator name</b>	<b>Student name</b>
<b>Practice educator signature</b>	<b>Student signature</b>
<b>Date</b>	<b>Date</b>

Week	W/C	Level 4 (BSc)	Level 5 (BSc)	Level 6 (BSc)	Level 7 Year 1 (MSc)	Level 7 Year 2 (MSc)	W/C	Week				
6	21-Sep-20						21-Sep-20	6				
7	28-Sep-20						28-Sep-20	7				
8	05-Oct-20		<b>Level 5 Ongoing Placement</b> (replaces cancelled L4 summer block) 6 days Core Skills 2, 50% emerging mid placement, all emerging by end	<b>Level 6 Ongoing Placement</b> 8 days Core Skills 3, 50% emerging mid placement, all emerging by end	<b>Level 4 Ongoing Observation Placement</b> Core Skills 1 appropriate (80%) across all sessions	<b>Level 7 Year 2 Ongoing Placement</b> 8 days Core Skills 3, 50% emerging mid placement all emerging by end	05-Oct-20	8				
9	12-Oct-20									12-Oct-20	9	
10	19-Oct-20									19-Oct-20	10	
11	26-Oct-20									26-Oct-20	11	
12	02-Nov-20									02-Nov-20	12	
13	09-Nov-20					09-Nov-20	13					
14	16-Nov-20					16-Nov-20	14					
15	23-Nov-20					23-Nov-20	15					
16	30-Nov-20					30-Nov-20	16					
17	07-Dec-20					07-Dec-20	17					
18	14-Dec-20	CHRISTMAS BREAK					14-Dec-20	18				
19	21-Dec-20										21-Dec-20	19
20	28-Dec-20										28-Dec-20	20
21	04-Jan-21			<b>Level 6 Block Placement</b> 24 days Core Skills 3, 50% appropriate mid placement, all appropriate by end	<b>Conversation Partners (CP)</b> 4x 1hr session <b>Child Development (CD)</b> 4x half day Tuesday or Thursday, 8 sessions		04-Jan-21	21				
22	11-Jan-21	<b>Conversation Partners (CP)</b> 4x 1hr session <b>Child Development (CD)</b> 4x half day Tuesday or Thursday, 8 sessions						11-Jan-21	22			
23	18-Jan-21							18-Jan-21	23			
24	25-Jan-21							25-Jan-21	24			
25	01-Feb-21							01-Feb-21	25			
26	08-Feb-21					08-Feb-21	26					
27	15-Feb-21					15-Feb-21	27					
28	22-Feb-21					22-Feb-21	28					
29	01-Mar-21					01-Mar-21	29					
30	08-Mar-21					08-Mar-21	30					
31	15-Mar-21					15-Mar-21	31					
32	22-Mar-21					22-Mar-21	32					
33	29-Mar-21	EASTER HOLIDAYS					29-Mar-21	33				
34	05-Apr-21										05-Apr-21	34
35	12-Apr-21										12-Apr-21	35
36	19-Apr-21		<b>Level 5 Block Placement</b> 18 days Core Skills 2, 50% appropriate mid placement, all appropriate by end				19-Apr-21	36				
37	26-Apr-21						26-Apr-21	37				
38	03-May-21						03-May-21	38				
39	10-May-21						10-May-21	39				
40	17-May-21						17-May-21	40				
41	24-May-21					24-May-21	41					
42	31-May-21					31-May-21	42					
43	07-Jun-21					07-Jun-21	43					
44	14-Jun-21	<b>Level 4 Block Placement,</b> 8 days Core Skills 2 50% emerging mid placement, all emerging by end			<b>Level 7 Block Placement</b> 24 days Core Skills 2, all emerging mid placement, all appropriate by end		14-Jun-21	44				
45	21-Jun-21							21-Jun-21	45			
46	28-Jun-21							28-Jun-21	46			
47	05-Jul-21							05-Jul-21	47			
48	12-Jul-21							12-Jul-21	48			
49	19-Jul-21					19-Jul-21	49					
50	26-Jul-21					26-Jul-21	50					
51	02-Aug-21					02-Aug-21	51					
52	09-Aug-21					09-Aug-21	52					
53	16-Aug-21					16-Aug-21	53					
54	23-Aug-21					23-Aug-21	54					
55	30-Aug-21					30-Aug-21	55					
56	06-Sep-21					06-Sep-21	56					
57	13-Sep-21					13-Sep-21	57					