

BSc (Hons) & MSc Speech & Language Therapy

Core Skills 3

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 clinic; adult acute)	
Placement type (please select)	Ongoing Block
Dates	Start date: End date: Total days:
University Academic advisor / Clinical Tutor	

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 skills 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 assessments or interventions 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 feedback you have received. What is your response to it (feelings and practical actions)?</i>	
<i>Select a specific experience and write a structured reflection that demonstrates your learning from it.</i>	
<i>List the core skills developed by your experiences and learning.</i>	
<i>Note any additional evidence 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 3

1. Professional conduct

Core skills & examples of supporting activities	Student summary	Grading (please select)
1. Practices with reference to appropriate legislation (e.g. 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 Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
2. Ability to make autonomous decisions. Ready to commence independent practice. (SOP 4) (e.g. 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 Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
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:
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2. Communication and working in partnership

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) (e.g. 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 Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
4. Demonstrates skilled interaction for those with communication impairments (e.g. 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 Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
5. Writes records and reports in a succinct and appropriate style (SOP 10) (e.g. 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)	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met

or report; structures information appropriately; writes reports appropriate for purpose and all recipients)	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
6. Recognises and works within boundaries of role (SOP 9) (e.g. 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 actions; appropriately seeks and engages in supervision)	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
7. Initiates and sustains appropriate professional relationships and can work as part of a team (SOP 9) (e.g. 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 Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
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:

3. Clinical Skills

Core skills & examples of supporting activities	Student summary	Supervisor/ university tutor comment (as applicable)
<p>8. Accurate online recording (including accurate phonetic transcription) (SOP 14) (e.g. 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)</p>	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
<p>9. Interprets and integrates observations with other info gathered (e.g. case history, formal assessment, informal assessment, to provide holistic picture (SOP 14) (e.g. 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)</p>	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
<p>10. Independent in production and execution of a structured plan with suitable adaptations during sessions in response to client need (SOP 14) (e.g. Produces session plan independently; selects appropriate SMART targets to meet aims of episode of care; select activities</p>	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met

and materials that are appropriate to meet the aims and targets; activities and materials are engaging and client-centred; session is run independently; uses step-up/ downs effectively to adapt a session; evaluates session accurately in terms of own skills and decisions; makes appropriate suggestions for change)	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
11. Embeds research/ evidence base in the plan by providing a clear rationale for choice of therapy approach (SOP 14) (e.g. 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)	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met
12. Provides specific therapeutic feedback to guide learning (SOP 14) (e.g. 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 plans)	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
13. Can manage own caseload, e.g. prioritisation (SOP 14) (e.g. 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)	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
14. Plans and delivers intervention that is holistic and tailored to individual need (SOP 5) (e.g. integrates ICF into care plans; recognises personal and environmental factors that influence client engagement with	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging

therapy; identifies and respects client's own preferences when selecting goals; engages in shared decision making)		Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
15. Realistic in long term planning, determining prognosis and understanding how the role of the SLT might change (SOP 14) (e.g. 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)	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
16. Effective use of outcomes to evaluate therapy (SOP 12) (e.g. 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).	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met
	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
17. Reflects and adapts practice independently (SOP 11) (e.g. 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).	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met
18. Identifies and guides others in health and safety practice (SOP 15) (e.g. follows relevant health and safety policies; models best practice; identifies and reports any health and safety risks)	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met

	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
Overall comment on clinical skills	Student (mid):	Practice educator (mid):
	Student (end):	Practice educator (end):
ACTIONS (agreed with educator & student)	Mid:	End:

4. Application of theory to practice

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) (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 and session plans; relates client data to appropriate models and uses theory to hypothesise breakdown and plan intervention)	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met
20. Discusses evidence base in relation to therapeutic management of client group (SOP 14) (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.	Mid Placement:	Mid Placement: No opportunity Not demonstrated Emerging Fully met

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)	End of placement:	End of Placement: No opportunity Not demonstrated Emerging Fully met
Overall comment on application of theory to practice	Student (mid):	Practice educator (mid):
	Student (end):	Practice educator(end):
Actions (agreed with educator and student)		

Pass/Fail mid placement	Pass/Fail end placement
Practice educator name	Student name
Practice educator signature	Student signature
Date	Date

Placement calendar and grading

Students cannot pass unless the required level has been met at each stage

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						05-Oct-20	8					
9	12-Oct-20						12-Oct-20	9					
10	19-Oct-20		Level 5 Ongoing Placement (replaces cancelled L4 summer block) 6 days Core Skills 2, 50% emerging mid placement, all emerging by end	Level 6 Ongoing Placement 8 days Core Skills 3, 50% emerging mid placement, all emerging by end	Level 4 Ongoing Observation Placement Core Skills 1 appropriate (80%) across all sessions	Level 7 Year 2 Ongoing Placement 8 days Core Skills 3, 50% emerging mid placement all emerging by end	19-Oct-20	10					
11	26-Oct-20									26-Oct-20	11		
12	02-Nov-20	Level 4 Ongoing Observation Placement Core Skills 1 appropriate (80%) across all sessions									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						04-Jan-21	21					
22	11-Jan-21	Conversation Partners (CP) 4x 1hr session Child Development (CD) 4x half day Tuesday or Thursday, 8 sessions		Level 6 Block Placement 24 days Core Skills 3, 50% appropriate mid placement, all appropriate by end	Conversation Partners (CP) 4x 1hr session Child Development (CD) 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		Level 5 Block Placement 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	Level 4 Block Placement, 8 days Core Skills 2 50% emerging mid placement, all emerging by end			Level 7 Block Placement 24 days Core Skills 2, all emerging mid placement, all appropriate by end	Level 7 Y2 Block Placement 32 days Core Skills 3, 50% appropriate 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					