



Level 3 Entry (4th years): Student Clinical Competency Evaluation Form

Student Name			
Practice Educator Name(s) (Please indicate key Practice Educator if more than one)			
Clinic Type and Location			
Placement Dates	From	To	
Number of Days completed	at mid placement review <input type="checkbox"/> at end of placement <input type="checkbox"/> No. of weeks <input type="checkbox"/>		
Caseload (please tick age range)			
0-5 Years <input type="checkbox"/>	6-18 Years <input type="checkbox"/>	Adult <input type="checkbox"/>	Older people <input type="checkbox"/>

Please indicate main client group / impairment:

General Guidelines for Completing the Form

***Note for TCD students:** 4th year (Senior Sophister) students should be **rated on a minimum of 20 competencies**. Case based clinical discussions should be used to assess competencies if opportunities for direct observation have not arisen in clinical work. Competencies rated in this manner should be indicated in the comments section. **In order to pass the placement at 4th year, 16 or more competencies must fall within the evident/plus range.** If the mid-placement evaluation indicates a significant gap in competency development the Practice Education Coordinator should be notified as soon as possible. Performance indicators document provides a useful guide for what is expected at the evident level.

Entry level student speech and language therapists will require **active consultation and collaboration** with the Practice Educators in all aspects of clinical work and are expected to;

- Perceive clients, clinical situations and service policies holistically.
- Carry out routine clinical tasks efficiently and effectively following clinical guidelines and procedures
- Manage their work in an accurate and efficient manner.
- Recognise the need for and actively seek consultation when required.

Developing competencies covering all areas of clinical practice including feeding, eating, drinking and swallowing impairments (FEDS) should be evaluated using this form. The SCCE form should be completed by the student speech and language therapists and Practice Educators prior to the mid and end of placement meetings. The mid and end of placement evaluations provide developmental feedback for student speech and language therapists. Student speech and language therapists should use mid and end of placement feedback to **set learning objectives and complete future learning plans.**

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Professional Conduct

It is expected that student speech and language therapists are aware of and act in accordance with the Code of Professional Conduct and Ethics (CORU) and the IASLT Code of Ethics and demonstrate professional conduct throughout all practice placements. Professional conduct is reviewed informally throughout the placement with formative feedback provided as needed. Behaviours causing significant concern should be discussed with the student as soon as possible and noted on the professional conduct form. Specific behaviour changes needed should be agreed between the student and Practice Educator, noted on the action plan by the student and signed by both. Conduct should be formally reviewed using the Professional Conduct Form at the mid and end of placement meetings by the key Practice Educator (PE) in collaboration with supporting educators, using the form below.

Practice Educators are encouraged to discuss any concerns regarding professional conduct with the Practice Tutor, Regional Placement Facilitator or Practice Education Coordinator to ensure sufficient support for both the educator and student. Persistent breach of professional conduct requires prompt consultation with the university and may result in placement termination and a fail grade.

Professional Conduct		Mid placement		End of placement	
		√	X	√	X
1.	Behaves with honesty and integrity before, during and after practice placements in all placement-related matters.				
2.	Demonstrates respect for the rights and dignity of all through professional communication with clients, families and relevant professions.				
3.	Carries out duties in a professional and ethical manner complying with professional codes of conduct and ethics.				
4.	Manages health and well-being to ensure both performance and judgement are appropriate for practice.				
5.	Demonstrates respect for the supervisory process by seeking and responding to feedback.				
6.	Engages in reflection and reflective practice; critically self-appraising and working to develop own professional competencies.				
7.	Demonstrates effective time management i.e. meeting deadlines and punctuality				
8.	Adheres to all legislation related to data protection, confidentiality and informed consent				
9.	Adheres to placement provider's policies, procedures, protocols and guidelines in areas such as health and safety, infection control, record keeping, risk management, etc.				
10.	Presents an appropriate personal appearance conforming and adhering to all practice placement policies regarding dress code, jewellery and cosmetics.				
Key Practice Educator Name		Initials			
Student Name		Initials			

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Please document behavior/s causing concern and the actions taken / to be taken by Practice Educator and student

Date	Description of the behavior/s and actions taken / feedback by the Practice Educator. (Please indicate if the HEI has been contacted)	Student Speech and Language Therapist Action Plan	Signatures Practice Educator / Student Speech and Language Therapist	Outcome

Comments

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Clinical assessment and planning for communication and feeding, eating, drinking and swallowing disorders

Key NR- Not Rated N/E- Not Evident Em- Emerging E Entry E+ Entry plus

Rating	Descriptor
Not Rated	The skill or knowledge has not been demonstrated yet as no opportunity has arisen.
Not Evident	The skill or knowledge was not demonstrated despite learning opportunities, supervision and support being provided.
Emerging	The student speech and language therapist has not consistently demonstrated acceptable levels of clinical knowledge or skills expected of a novice.
Entry Level 3	The student speech and language therapist has consistently demonstrated acceptable levels of clinical knowledge and skills. Entry level student speech and language therapists will require active consultation and collaboration with the Practice Educators in all aspects of clinical work and are expected to; <ul style="list-style-type: none"> • Perceive clients, clinical situations and service policies holistically. • Carry out routine clinical tasks efficiently and effectively following clinical guidelines and procedures • Manage their work in an accurate and efficient manner. • Recognise the need for and actively seek consultation when required.
Entry Plus	The student speech and language therapist at this level has demonstrated clinical knowledge and skills in this area that would be expected of a higher level.

No	Competency	Mid Placement				End of Placement			
		N/E	Em.	Entry	E+	N/E	Em.	Entry	E+
1	Collects and collates relevant client-related information systematically from case history, interviews, and health records.								
2	Applies theory to practice in the selection of formal and informal assessment procedures and tools appropriate to clients' needs, abilities and cultural background.								
3	Administers, records and scores a range of assessments accurately.								
4	Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information.								
5	Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge.								
6	Makes appropriate recommendations for management based on a holistic client profile.								
7	Demonstrates understanding of the indicators and procedures for onward referral.								
8	Reports assessment findings orally in an appropriate professional manner to client / carer and team members.								
9	Presents accurate written client reports conforming to professional and legal guidelines and appropriate to the needs of all recipients.								
10	Demonstrates the ability to provide clients and carers with information in appropriate formats to facilitate decision making and informed consent.								
End of Placement Totals									

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Student speech and language therapist’s action plan following the mid-way evaluation (to be completed in consultation with the Practice Educator/s)

- Learning Objectives.
- Learning resources that will help.
- Independent and self-directed practice to develop knowledge and skills.
- How student will demonstrate that sufficient learning has occurred in order to meet the competency.

Competency Number	SMART Goal for Development	Resources needed	Timeframe

Student speech and language therapist’s action plan following the final evaluation (to be completed in consultation with the Practice Educator/s)

Competency Number	SMART Goal for Development	Resources	Timeframe

Intervention for communication and feeding, eating, drinking and swallowing disorders

Key NR- Not Rated N/E- Not Evident Em- Emerging E Entry E+ Entry plus

Rating	Descriptor
Not Rated	The skill or knowledge has not been demonstrated yet as no opportunity has arisen.
Not Evident	The skill or knowledge was not demonstrated despite learning opportunities, supervision and support being provided.
Emerging	The student speech and language therapist has not consistently demonstrated acceptable levels of clinical knowledge or skills expected of a novice.
Entry Level 3	The student speech and language therapist has consistently demonstrated acceptable levels of clinical knowledge and skills. Entry level student speech and language therapists will require active consultation and collaboration with the Practice Educators in all aspects of clinical work and are expected to; <ul style="list-style-type: none"> • Perceive clients, clinical situations and service policies holistically. • Carry out routine clinical tasks efficiently and effectively following clinical guidelines and procedures • Manage their work in an accurate and efficient manner. • Recognise the need for and actively seek consultation when required.
Entry Plus	The student speech and language therapist at this level has demonstrated clinical knowledge and skills in this area that would be expected at a higher level.

No	Competency	Mid Placement				End of Placement			
		N/E	Em.	Entry	E+	N/E	Em.	Entry	E+
11	Demonstrates the ability to consult and collaborate with clients / carers when developing management plans.								
12	Determines care pathway for clients based on client needs, service resources and the professional evidence base.								
13	Recognizes the roles of other team members and consults and collaborates appropriately to develop and implement client management plans.								
14	Writes holistic management plans incorporating short and long term goals in session, episode and discharge plans.								
15	Maintains precise and concise therapy records, carries out administrative tasks and maintains service records.								
16	Implements therapy using theoretically grounded, evidence based techniques and resources.								
17	Introduces, presents and closes all clinical sessions clearly in a client-centred manner.								
18	Demonstrates appropriate communication and therapeutic skills during all interactions including: <ul style="list-style-type: none"> • Observes, listens and responds to client/carer. • Uses appropriate vocabulary and syntax. • Uses appropriate intonation, volume and rate. • Uses appropriate modelling, expansions and recasting. • Uses appropriate and varied prompts and cues. 								
19	Provides appropriate verbal and non-verbal feedback and direction to client / carer / team member on performance during a clinical interaction.								
20	Continuously evaluates intervention efficacy and modifies intervention and discharge plans as required.								
End of placement totals									

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Student speech and language therapist's action plan following the mid-way evaluation (to be completed in consultation with the Practice Educator/s)

- Learning Objectives.
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- Independent and self-directed practice to develop knowledge and skills.
- How student will demonstrate that sufficient learning has occurred in order to meet the competency.

Competency Number	SMART Goal for Development	Resources	Timeframe

Student speech and language therapist's action plan following the final evaluation (to be completed in consultation with the Practice Educator/s)

Competency Number	SMART Goal for Development	Resources	Timeframe

Summary Final Marking

Note for TCD students:

- 4th year (Senior Sophister) students should be rated on a minimum of 20 competencies. Case based clinical discussions can be used to assess competencies if opportunities for direct observation have not arisen in clinical work.

Information re: final marking:

- You are asked to map the student's competencies using this form - the exact grade and percentage mark will be assigned by College on review of the competency evaluation
- For information: **I** (min. of 20 competencies fall within the evident range with 8 or more of these at plus level), **II.1** (20 competencies fall within the evident range with 1-7 of these at plus level), **II.2** (19-20 competencies fall within the evident range), **Pass/III** (16 -18 competencies fall within the evident range).

Area	Number of competencies not evident or emerging	Number of competencies evident	Number at plus level
Clinical assessment and planning for communication and feeding, eating, drinking and swallowing disorders			
Intervention for communication and feeding, eating, drinking and swallowing disorders			
Total			

PE signature (s):

Student signature:

Date:

Comments:

For HEI Use only

Grade allocated		Signature	
Percentage		Date	

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Feedback for College

Practice Education is a vital component of the BSc Clinical Speech & Language Studies degree programme that enables students to graduate, meeting the standards of proficiency as specified by CORU. The Practice Education programme would not be possible without close collaboration with you in your role as Practice Educator for our students when they are on placement. We are constantly striving to evaluate and enhance the quality of practice education and placement experiences for practice educators, services, and students. We would appreciate your feedback about how we can make things better for future placements.

What is working well in supporting you in your role as practice educator and in your ability to facilitate student placements?

What could be improved to support you in your role as practice educator and in your ability to facilitate student placements?

Any other comments?

Thank you!

Please return this completed form to Duana Quigley, Practice Education Coordinator, Dept. of Clinical Speech & Language Studies, 7-9 South Leinster Street, Trinity College, Dublin 2.

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