



## Student Clinical Competency Evaluation Form Level 3 Entry

**Student**

**Practice Educator**

**Clinic Location**

Placement dates From To  
 Number of days completed at mid placement review  at end of placement

**Caseload** (Please tick)

0-5  Child  Adult  Older people

**Client group** (Please indicate main client groups served)

|                                  |                 |                        |
|----------------------------------|-----------------|------------------------|
| Acquired communication disorders | Autism Spectrum | Dev. Speech & Language |
| Craniofacial Conditions          | Dysfluency      | Dysphagia              |
| Intellectual impairment          | Mental Health   | Physical impairment    |
| Sensory Impairment               | Voice           | Other                  |

Students at entry level will be able to perform the majority of case and caseload tasks independently and competently following consultations with the practice educator. Guidance, collaboration and supervision may be required where the student has not previously experienced the client group or service setting or where client or service provision features require specific knowledge and skills.

| Rating             | Descriptor  |
|--------------------|---|
| <b>Not Evident</b> | This skill was not demonstrated despite learning opportunities, supervision and support.  |
| <b>Emerging</b>    | The student <b>has not consistently demonstrated</b> acceptable levels of clinical skills despite feedback and supervisory support.   |
| <b>Evident</b>     | The student <b>has consistently demonstrated</b> acceptable levels of clinical skills in this area with an appropriate level of supervision.  |
| <b>Enhanced</b>    | The student has demonstrated ability in this area that would be above the expected entry level to the profession. A minority of students would be expected to achieve this level by the end of the final placement. |

Developing competencies should be evaluated and forms completed at the mid point and end of each placement by the key practice educator (in collaboration with other educators should there be others involved). The mid-placement evaluation should provide developmental feedback for the student and indicate if opportunities to develop the required competencies are available. If this evaluation indicates significant gaps in learning opportunities or in the ability of the student to avail of these the HEI should be notified. If opportunities have not arisen in the clinic to observe a student's competency in a specific area this item may be scored based on responses to a hypothetical clinical scenario presented by the practice educator. If the competency is rated in this manner this should be indicated in the comments section. The final evaluation should provide students with information on their current competency levels and this along with feedback from the practice educator should help the students to set new learning goals and develop a learning plan.

### Professional Conduct

Students are expected to demonstrate a high level of professional conduct throughout their placement. Students should be made aware of any breaches in conduct as soon as they occur. Failure to maintain an acceptable level of professional conduct after one warning should be notified to the college. Persistent failure in ANY aspect of professional conduct will result in a student failing that placement.

|   | Mid placement |              | End of placement |              |
|---|---------------|--------------|------------------|--------------|
|   | Acceptable    | Unacceptable | Acceptable       | Unacceptable |
| Adheres to IASLT code of ethics   |               |              |                  |              |
| Communicates with clients in a professional manner  |               |              |                  |              |
| Obtains client consent in accordance with legal guidelines and the policies and procedures of the host agency         |               |              |                  |              |
| Maintains all aspects of client confidentiality in accordance with legal and professional guidelines                  |               |              |                  |              |
| Maintains appropriate professional relationships with clients and carers  |               |              |                  |              |
| Maintains appropriate professional relationships with colleagues  |               |              |                  |              |
| Communicates with colleagues in a professional manner showing respect for their position, views and opinions          |               |              |                  |              |
| Refrains from disparaging or unprofessional comments about the competencies of colleagues                             |               |              |                  |              |
| Adheres to the policies and procedures of the host agency e.g. health and safety, administration, record keeping etc. |               |              |                  |              |
| Shows punctuality in attendance, meeting deadlines and managing clinic time effectively                               |               |              |                  |              |
| Presents a professional image adhering to dress code and guidelines of the host agency                                |               |              |                  |              |
| Recognises own professional limits and competencies and works within professional boundaries                          |               |              |                  |              |
| Participates actively in developing own professional competencies   |               |              |                  |              |
| <b>Comments:</b>  |               |              |                  |              |
|   |               |              |                  |              |
| <b>Student signature</b>  |               |              |                  |              |
| <b>Practice Educator Signature</b>  |               |              |                  |              |
| <b>Date</b>   | Mid           |              | End              |              |

**Clinical assessment and planning**

|          | <b>Competency</b>  | <b>Not Evident</b> |            | <b>Emerging</b> |            | <b>Evident</b> |            | <b>Enhanced</b> |            | <b>Comments</b> |
|----------|--|--------------------|------------|-----------------|------------|----------------|------------|-----------------|------------|-----------------|
|          |  | <b>Mid</b>         | <b>End</b> | <b>Mid</b>      | <b>End</b> | <b>Mid</b>     | <b>End</b> | <b>Mid</b>      | <b>End</b> |                 |
| <b>1</b> | Collects and collates relevant client-related information systematically (e.g. case history, interviews and health records )       |                    |            |                 |            |                |            |                 |            |                 |
| <b>2</b> | Selects assessment procedures and tools (formal and informal) appropriate to the client’s needs, abilities and cultural background |                    |            |                 |            |                |            |                 |            |                 |
| <b>3</b> | Administers, records and scores a range of assessments accurately  |                    |            |                 |            |                |            |                 |            |                 |
| <b>4</b> | Analyses and interprets assessment findings using the professional knowledge base  |                    |            |                 |            |                |            |                 |            |                 |
| <b>5</b> | Formulates an appropriate diagnostic hypothesis  |                    |            |                 |            |                |            |                 |            |                 |
| <b>6</b> | Evaluates findings in light of client’s needs and service resources  |                    |            |                 |            |                |            |                 |            |                 |
| <b>7</b> | Establishes clear long and short term objectives for intervention  |                    |            |                 |            |                |            |                 |            |                 |
| <b>8</b> | Demonstrates knowledge of the need for onward referral   |                    |            |                 |            |                |            |                 |            |                 |
|          | <b>End of placement total</b>  |                    |            |                 |            |                |            |                 |            |                 |

**Comments**

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## Intervention

|     | <b>Competency</b>   | Not Evident |     | Emerging |     | Evident |     | Enhanced |     | Comments |
|-----|---|-------------|-----|----------|-----|---------|-----|----------|-----|----------|
|     |   | Mid         | End | Mid      | End | Mid     | End | Mid      | End |          |
| 9.  | Reports evaluation findings effectively orally and in writing   |             |     |          |     |         |     |          |     |          |
| 10. | Maintains precise and concise therapy records   |             |     |          |     |         |     |          |     |          |
| 11. | Carries out administrative tasks and maintains service records  |             |     |          |     |         |     |          |     |          |
| 12. | Implements therapy using appropriate therapy techniques, materials and strategies                     |             |     |          |     |         |     |          |     |          |
| 13. | Continuously evaluates intervention and modifies programme as necessary                               |             |     |          |     |         |     |          |     |          |
| 14. | Adapts service delivery/ therapeutic approach in response to client/significant other needs           |             |     |          |     |         |     |          |     |          |
| 15. | Evaluates intervention and contributes effectively to clients long term management and discharge plan |             |     |          |     |         |     |          |     |          |
| 16. | Observes, listens and responds to client/ significant other communications                            |             |     |          |     |         |     |          |     |          |
| 17. | Uses appropriate vocabulary, syntax, intonation, volume and rate for context                          |             |     |          |     |         |     |          |     |          |
| 18. | Introduces, presents, closes and evaluates session components   |             |     |          |     |         |     |          |     |          |
| 19. | Facilitates client participation by using clear instructions, modelling etc during intervention       |             |     |          |     |         |     |          |     |          |
| 20. | Uses prompts and clarification requests appropriately   |             |     |          |     |         |     |          |     |          |
| 21. | Provides appropriate verbal and non-verbal feedback on client performance                             |             |     |          |     |         |     |          |     |          |
| 22. | Communicates and consults with relevant team members to progress the client management plan           |             |     |          |     |         |     |          |     |          |
| 23. | Uses outcome measures to determine efficacy of intervention   |             |     |          |     |         |     |          |     |          |
|     | <b>End of placement total</b>   |             |     |          |     |         |     |          |     |          |

**Self evaluation and continuous professional development**

|     | Competency   | Not Evident |     | Emerging |     | Evident |     | Enhanced |     | Comments |
|-----|--|-------------|-----|----------|-----|---------|-----|----------|-----|----------|
|     |  | Mid         | End | Mid      | End | Mid     | End | Mid      | End |          |
| 24. | Identifies, reflects and reports on own clinical strengths and learning goals  |             |     |          |     |         |     |          |     |          |
| 25. | Uses learning resources appropriately to set and achieve learning objectives (e.g. feedback from practice educators, peers, books, videos, IT etc) |             |     |          |     |         |     |          |     |          |
|     | <b>End of placement total</b>  |             |     |          |     |         |     |          |     |          |

**Student signature**

**Practice Educator Signature**

**Date**

Students should be provided with formative feedback at mid and end of placement with grades and marks disclosed in accordance with relevant college policy. All marks are subject to ratification by the college courts of examiners. Students who fail to demonstrate consistent competency in any area should be informed of this and a plan to develop that competency should be outlined by the student and practice educator.

Scores should be summarized on the tables 1 and 2 overleaf before returning the form to the HEI.

**Comments:**

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**Table 1 Scoring summary**

| Competency area   | Indicate number at each level |          |         |          |
|---|-------------------------------|----------|---------|----------|
|   | Not evident                   | Emerging | Evident | Enhanced |
| Clinical assessment and planning                        |                               |          |         |          |
| Intervention  |                               |          |         |          |
| Self evaluation and continuous professional development |                               |          |         |          |
| <b>End of placement totals</b>                          |                               |          |         |          |

Select the appropriate grade band from the totals on table 1 and mark grade and percentage under the appropriate college row of table 2 using the proportion of emerging / enhanced as a guide to deriving a percentage mark.

**Table 2 Competency rating table**

|                                     |   |  |   |  |   |  |
|-------------------------------------|---|--|---|--|---|--|
|                                     | Five or more competencies not evident or emerging will result in a failing grade. | The majority of competencies are evident with some (no more than 4) still emerging | The majority are evident with some enhanced and some (less than 4) still emerging | All competencies are present and some (4+) are enhanced with no more than 2 emerging | All competencies are present and at least one third (8+) are enhanced | All competencies are present and majority (16+) are enhanced |
| <b>Student grade and percentage</b> |   |  |   |  |   |  |
| <b>UCC</b>                          | Fail  | Pass   | 11.2  | 11.1   | First   |  |
|                                     |   | 50-59%   | 60-64%  | 65-69%   | 70- 100%  |  |
| <b>Student mark</b>                 |   |  |   |  |   |  |
| <b>NUIG</b>                         | Fail  | Pass   | 11.2  | 11.1   | First   |  |
|                                     |   | 50-54%   | 55-61%  | 62-69%   | 70-100%   |  |
| <b>Student mark</b>                 |   |  |   |  |   |  |
| <b>UL</b>                           | Fail  | Pass   | Pass  | Merit  | Distinction   |  |
|                                     |   | 40-49  | 50-60%  | 61-67%   | 68%+  |  |
| <b>Student mark</b>                 |   |  |   |  |   |  |
| <b>Trinity</b>                      | F2..... F1...   | 111  | 11.2  | 11.1   | First   |  |
|                                     | 0 29 39   | 40-49  | 50-59   | 60- 69%  | 70- 100%  |  |
| <b>Student mark</b>                 |   |  |   |  |   |  |

**Practice Educator Signature**

**Date**

**Student evaluation forms should be returned to the HEI within two weeks of placement completion**