



NUI Galway  
OÉ Gaillimh



UNIVERSITY of LIMERICK  
DULSCOL LUINNIGH



TRINITY COLLEGE  
DUBLIN  
COLÁISTE NA  
TRIÓNÓIDE  
BAILE ÁTHA  
CLIATH

## 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 college 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.

*Level 3 Rating indicators should be used when completing this form page 1*

### 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	

*Level 3 Rating indicators should be used when completing this form page 2*

**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>	
1.	Collects and collates relevant client-related information systematically (e.g. case history, interviews and health records )									
2.	Selects assessment procedures and tools (formal and informal) appropriate to the client's needs, abilities and cultural background									
3.	Administers, records and scores a range of assessments accurately									
4.	Analyses and interprets assessment findings using the professional knowledge base									
5.	Formulates an appropriate diagnostic hypothesis									
6.	Evaluates findings in light of client's needs and service resources									
7.	Establishes clear long and short term objectives for intervention									
8.	Demonstrates knowledge of the need for onward referral									
	<b>End of placement total</b>									

**Comments**

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*Level3 Rating indicators should be used when completing this form page 3*

## Intervention

	Competency	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>									

*Level 3 Rating indicators should be used when completing this form page 4*

**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 college.

**Comments:**

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*Level 3 Rating indicators should be used when completing this form page 5*

**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	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	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 college within two weeks of placement completion**

*Level 3 Rating indicators should be used when completing this form page 6*



UCC  
Coláiste na hOllscoile Corcaigh, Éire  
University College Cork, Ireland



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DLSGOL LOMNIGH



TRINITY COLLEGE  
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CLIATH

### Student Clinical Competency Rating Indicators Level 3 Entry

#### Level 3

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.

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 required competencies are available. If this evaluation indicates significant gaps in learning the college 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.

The following broad guidelines should be followed in rating

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.
<b>Evident</b>	The student <b>has consistently demonstrated</b> acceptable levels of clinical skills 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.

Detailed guidelines for marking each area of competency are outlined in following pages. The degree of supervision, direction, support and guidance required by individual students will vary according to caseload, client needs and stage of placement.

## Clinical assessment and planning

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
1.	Collects and collates relevant client-related information systematically (e.g. case history, interviews and health records)	Not demonstrated despite learning opportunities, supervision and support	Does not gather adequate information to inform clinical decision making	Consistently systematically collects and collates complete information from client/ significant other and/or health records and communication environment. Identifies and researches gaps in required information	Identifies all sources of client related information and collects and collates efficiently to gain a complete picture of the client.
2.	Selects assessment procedures and tools (formal and informal) appropriate to the client's needs, abilities and cultural background	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability to select assessment protocols	Consistently selects appropriate assessment procedures or tools from available selection. Uses the professional knowledge base to devise informal assessment protocols for further detailed assessment.	Adapts and modifies assessment tools for the client while maintaining psychometric reliability and validity.
3.	Administers, records and scores a range of assessments accurately	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent accuracy in administering, recording and scoring of assessments	Administers, records and scores assessments efficiently and makes timely modifications as client profile emerges.	Administers, records and scores a number of assessments accurately to identify the range of communication impairments Consults the manual only for scoring instructions

*Level 3 Student Clinical Competency Rating Indicators page 2*

**Clinical assessment and planning** (continued)

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
4.	Analyses and interprets assessment findings using the professional knowledge base	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability to use professional knowledge in analyses and interpretation	Analyses, synthesizes and interprets relevant assessment findings and environmental information to generate an accurate communication profile	Analyses, synthesizes and interprets relevant assessment findings and environmental information to generate an accurate communication profiles in all presenting cases
5.	Formulates an appropriate diagnostic hypothesis	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in formulating diagnostic hypotheses	Independently analyses and interprets information generated by the assessment and formulates a holistic diagnosis	Independently analyses and interprets information generated by the assessment and formulates a holistic diagnosis in cases which require the application of in depth knowledge and specific skills
6.	Evaluates findings in light of client's needs and service resources	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability to evaluate client needs in context	Identifies appropriate priorities and intervention approaches for client management taking local service resources into account	Identifies appropriate priorities and intervention approaches for client management showing knowledge of health service resources

**Clinical assessment and planning** (continued)

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
7.	Establishes clear long and short term objectives for intervention	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in establishing intervention objectives	Negotiates and establishes agreed long term goals and short term objectives for intervention with clients / significant other based on evaluation of a holistic client profile	Negotiates and establishes agreed long term goals and short term objectives for intervention with clients / significant other based on evaluation of holistic client profile and available resources
8.	Demonstrates knowledge of the need for onward referral	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent knowledge of the need for onward referral	Demonstrates awareness of the scope of own professional competencies and suggests appropriate onward referral within current clinical context	Demonstrates awareness of the scope of own professional competencies and those of other members of health, education and social care and can initiate appropriate onward referral

*Level 3 Student Clinical Competency Rating Indicators page 4*

**Intervention**

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
<b>9.</b>	Reports evaluation findings effectively orally and in writing	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in reporting	Independently conveys all relevant information on client profile and diagnosis in professional oral and written reports appropriate to all recipients and conforming to legal and professional guidelines. May need guidance to outline appropriate management options.	Independently conveys all relevant information on cases which require the application of in depth knowledge and skills in oral and written reports conforming to all legal and professional guidelines.
<b>10.</b>	Maintains precise and concise therapy records	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in this skill.	Independently writes concise objective, legible, timely records conforming to legal and professional guidelines.	Independently writes concise objective, legible records conforming to legal and professional guidelines with a high level of automaticity.
<b>11.</b>	Carries out administrative tasks and maintains service records	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in administrative tasks	Independently completes administrative tasks accurately and in a timely manner	Independently completes all administrative tasks accurately in a precise and concise manner with a high level of automaticity.
<b>12.</b>	Implements therapy using appropriate therapy techniques, materials and strategies	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in implementing therapy	Independently selects appropriate therapy materials, techniques and strategies for clients and implements therapy accurately.	Independently and efficiently selects appropriate therapy materials, techniques and strategies for all clients. implements therapy accurately

*Level 3 Student Clinical Competency Rating Indicators page 5*

**Intervention (continued)**

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
13.	Continuously evaluates intervention and modifies programme as necessary	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in evaluating and adapting therapy	Monitors and modifies intervention within sessions in response to client progress.	Monitors and modifies intervention adapting learning goals within the session as required.
14.	Adapts service delivery/therapeutic approach in response to client/significant other needs	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in adapting therapy approach	Seeks guidance within session to adapt service delivery/therapeutic approach in response to the client/significant other needs as they arise.	Independently adapts service delivery/therapeutic approach within sessions in response to the client/significant other needs as they arise.
15.	Evaluates intervention and contributes effectively to clients long term management and discharge plan	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability to evaluate or plan	Demonstrates an ability to independently develop appropriate long term intervention and discharge plans	Independently develops appropriate management plans considering all contributing environmental and personal factors
16.	Observes, listens and responds to client/significant other communications	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability to observe / respond to client/ other communication	Independently observes and responds appropriately to client/significant other verbal and non-verbal communication	Independently observes and responds appropriately to client/significant other verbal and non-verbal communication in cases which require the application of in depth knowledge and specific skills
17.	Uses appropriate vocabulary, syntax, intonation, volume and rate for context	Not demonstrated despite learning opportunities, supervision and support	Has not shown appropriate expressive communication skills consistently	Demonstrates appropriate use of vocabulary, syntax, intonation, volume and rate for client /context for most of the session. Can independently identify and modify inappropriate usage.	Demonstrates appropriate use of vocabulary, syntax, intonation, volume and rate for client /context at all times. Independently modifies use in cases which require the application of specific knowledge / skills.

**Level 3 Student Clinical Competency Rating Indicators page 6**

**Intervention(continued)**

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
18.	Introduces, presents, closes and evaluates session components	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability in informing client of session aims, format and content	Independently outlines purpose, format and content of session components to client/significant other.	Independently outlines aims and formats of session components to client/significant other in cases which require specific knowledge /skills.
19.	Facilitates client participation by using clear instructions, modelling etc during intervention.	Not demonstrated despite learning opportunities, supervision and support	The student has not shown consistent ability in instructing client.	Independently facilitates client participation using appropriate instruction formats	Independently facilitates client participation using appropriate instruction formats which require specific knowledge /skills.
20.	Uses prompts and clarification requests appropriately.	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability in using prompts and clarification requests.	Independently uses clarification requests and prompts to facilitate the intervention process.	Independently uses clarification requests and prompts to facilitate the intervention in cases which require in depth knowledge /specific skills.
21.	Provides appropriate verbal and non-verbal feedback on client performance	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability to provide appropriate feedback to clients	Independently provides appropriate verbal and non-verbal feedback to the client/ significant other in response to performance during therapy	Provides appropriate feedback automatically to the client/ significant other during therapy in cases which require the application of in depth knowledge.
22.	Communicates and consults with relevant team members to progress the client management plan	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability in consulting with others on client management	Independently seeks and gives appropriate client related information	Independently consults appropriately on cases which require the application of in depth knowledge and specific skills.

*Level 3 Student Clinical Competency Rating Indicators page 7*

**Intervention (continued)**

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
23.	Uses outcome measures to determine efficacy of intervention	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent use of outcome measures	Independently uses appropriate tools accurately to measure intervention outcomes.	Independently sources innovative outcome measures for use with particular clients and uses these appropriately

**Self evaluation and continuous professional development**

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
24.	Identifies, reflects and reports on own clinical strengths and learning goals	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in this skill	Independently reviews own developing competencies, accurately and develops an action plan to address learning needs.	Independently reviews own developing competencies, accurately rates abilities. Demonstrates ongoing reflective practice and develops an action plan to address learning needs across all areas of professional development
25.	Uses learning resources appropriately to set and achieve learning objectives (e.g. feedback from practice educators, peers, books, videos, etc)	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in setting and achieving own learning objectives.	Independently uses appropriate resources to set and achieve learning goals. Demonstrates behavioural changes to meet learning objectives	Independently uses appropriate learning resources and demonstrates behavioural changes to meet learning objectives.

Students should be provided with formative feedback at mid and end of placement with grades and marks disclosed in accordance with the 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.

Student evaluation forms should be returned to the college within two weeks of placement completion. They are retained in the college for the duration of their clinical education programme in accordance with data protection policies.