**Student**: **Year**:

**Practice Education Clinical Examination Form: 3rd years**

**Practice Educator 1**: **Clinic**:

**Practice Educator 2**:

**Date**: ☐ Block ☐ Weekly ☐ Other (Specify)

On the day of the exam the student is observed working with a **‘seen’** client (i.e. a client they have been working with during the placement, or a client from a client group they have been working with during placement). A colleague can act as a co-examiner. Marking is based on the information provided in the box below and how the students’ competencies are mapped on page 3.

|  |
| --- |
| 1. **File** (File is examined for evidence that competencies in relation to maintaining clinical records are developing, either before or after the session)
2. **Presentation** (Student is required to give a brief oral summary (< 5 mins) of the client e.g. relevant history, diagnosis, previous assessment/therapy)
3. **Clinical Session** (The student is observed working with client by 2 examiners, either separately or in turn)
4. **Viva** (The clinical session is followed by a short viva. Sample questions are provided overleaf)
5. **Map student’s clinical competencies on p.3** (based on (i) to (iv) above)
 |
|



Signed: *Practice Educator 1*

Signed: *Practice Educator 2*

**Practice Education Clinical Examination/…p2**

|  |
| --- |
| Sample Questions*Note: this is not an exhaustive list.* *Questions can vary depending on the context and client group.* |
| General sample questions: |
| * Can you tell me three things that worked well and one thing you’d change?
* Looking at your session plan, how would you evaluate the session?
* What approach did you take and what is the theory behind it?
* Why did you decide to do that task with the client?
* What’s the long-term plan for this client?
* How do you think X impacted on today’s session? (e.g., hearing impairment, bilingualism, mobility, sensory impairment etc.)
 |
| Sample questions based on a specific competency: |
| * Is there any other background information you would like to obtain? (competency no. 1)
* What other assessments could you have used? (competency no. 2)
* What does X score on the assessment mean? (competency no.4)
* Describe how you kept the client at the centre of your management? (competency no. 11)
* Do you think you need to liaise with any other professionals? (competency no. 13)
* Can you evaluate your own communication and therapeutic skills during the session? (competency no. 18)
* How would you modify your goals for the next session? (competency no. 20)
 |
| Other possible questions you think may be useful: |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Practice Education Clinical Examination/…p3**

Student: Year:

**NE** = Not evident **Em** = Emerging **Evid** = Evident **Plus** = Plus level

*2nd year students must be assessed on a minimum of 7 competencies*

*3rd year students must be assessed on a minimum of 10 competencies*

***To pass, 70% of the competencies rated have to be within evident/plus range***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | National Student Clinical Competency | NE | Em | Evid | Plus |
| 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. |  |  |  |  |
| 11 | Demonstrates the ability to consult and collaborate with clients/carers when developing management plans. |  |  |  |  |
| 12 | Determines care pathways for clients based on client needs, service resources and the professional evidence base. |  |  |  |  |
| 13 | Recognises 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 way. |  |  |  |  |
| 18 | Demonstrates appropriate communication and therapeutic skills during all interactions including:* Observing, listening and responding to client/carer
* Using appropriate vocabulary and syntax
* Using appropriate intonation, volume and rate
* Using appropriate modelling, expansions and recasting
* Using 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. |  |  |  |  |
|  | **Totals:** |  |  |  |  |

**Note: To pass the exam, 70% of the competencies you rated must be evident or plus**

**Department of Clinical Speech and Language Studies**

**Practice Education Marking Scheme: Clinical Exam & Viva**

|  |
| --- |
| NB: For JS, student is rated on 10 competencies. For SS, student is rated on 15 competencies |
| Grade Band | **F2****0-29%** | **F1****30-39%** | **III****40-49%** | **II.2****50-59%** | **II.1****60-69%** | **I****70-100%** |
| Description of Grade | Less than 70% of *rated* competencies are evident with 31% or more competencies below evident. Grade is allocated based on % competencies not evident. | 70% of *rated* competencies are evident with 30% or less below evident. No competencies are at plus level. Grade is allocated based on % competencies not evident. | 80% of *rated* competencies are evident. Grade is allocated based on % competencies at plus level. | 90% of *rated* competencies are evident. Grade is allocated based on % competencies at plus level. | All *rated* competencies are evident. Grade is allocated based on % competencies at plus level. |
| Proportion of competencies | 56% or more not evident; 51-55% not evident; 46-50% not evident | 41-45% not evident; 36-40% not evident; 31-35% not evident | 27-30% not evident; 24-26% not evident; 20-23% not evident | 0% plus; 1-10% plus; 11-19% plus | 20-22% plus; 23-25% plus; 26-29% plus | 30-45% plus; 46-60% plus; 61-75% plus; 76% plus or more |
| Grade Percentage Allocated | **20%, 24%, 28%** | **30%, 34%, 38%** | **40%, 44%, 48%** | **50%, 54%, 58%** | **60%, 64%, 68%** | **70%, 75%, 80%, 85%** |

**Department of Clinical Speech and Language Studies**