

## **SURVEY OF THE EXPECTED COMPETENCES FOR NEWLY QUALIFIED SPEECH AND LANGUAGE ...**

**NetQues**(Network for Tuning Standards & Quality of Education Programmes for Speech Language Therapists in Europe) is a European Project funded with support from the European Commission under the Lifelong Learning programme - ERASMUS Academic Networks. It brings together Universities and professional associations from all EU countries with speech and language therapy (SLT) programmes. More information is available at <http://www.netques.eu>

**NB.** *“Speech and language therapist “is the English term and is used throughout the survey. In other countries the recognized professional may be called logopaedist /orthophoniste/ speech-language pathologist. The acronym SLT is used to refer to speech and language therapy/ speech and language therapist.*

### **Aim and construction of the survey**

One of the main goals of the NetQues project is a comparative study (following the recognized Tuning Methodology) of the relevance of Subject Specific and Generic Competences across almost all Speech Language Therapy (SLT) programmes in 31 European countries.

The items of the survey questionnaire have been selected using recognized international qualification guidelines. (List of sources in attachment).

Considering the diversity in content, length, level and terminology in SLT programmes, it was decided to formulate the survey in terms of *“competences”*.

Competences can be defined as *“a necessary range of knowledge, skills and abilities to carry out the duties of the work”*.

For SLT this means we are seeking to describe exactly *what knowledge, skills and abilities are needed to be able to work / practise as a speech and language therapist safely and effectively, independently.*

The survey is being completed across each country by:

1. Academic teachers/lecturers/researchers of speech and language therapy programmes in each country
2. Recent (last five years) graduates from speech and language therapy programmes
3. Employers of speech and language therapists\* ( see Glossary for definition of employers )

### **Results and further goals**

Results will be published on the NetQues website ([www.netques.eu](http://www.netques.eu))and will enable us:

- To agree on common standards and benchmarks for a newly qualified\* Speech and language therapist.
- To facilitate greater mobility of qualified professionals across countries.
- To facilitate the development of the profession.
- To provide guidance to higher education institutions and main stakeholders regarding the education of SLTs in all countries of Europe.
- To enable European citizens to access the services of appropriately qualified SLTs.

*\*Newly qualified = one who has successfully completed the SLT programme and is ready to work independently as a speech and language therapist (i.e. “fit and prepared for practice”)*

**COMPLETING THE SURVEY**

**Privacy, anonymity and confidentiality**

This survey will be reported so that all individual respondents are anonymous and all data treated confidentially. Ethical standards are paramount. The record kept of your survey responses does not contain any identifying information about you personally. Specific questions in the survey ask for information regarding your professional/employment status. Any identifying token to allow you to access the survey is not kept with your responses. It is managed in a separate database, and will only be updated to indicate to what categories of people have (or haven't) completed the survey. There is no way of matching identification tokens with the survey results.

To be able to get a realistic overview of the current SLT education in Europe, your reply to this questionnaire is very important. Your views and experience are highly valuable.

**GUIDANCE / INSTRUCTIONS ON HOW TO COMPLETE THE QUESTIONNAIRE.**

**The survey consists of 3 parts:**

**I. Introduction** / Background information

**II. Respondent information** – a few brief questions as to your status regarding your education, employment and experience.

**III. The main survey:** here you must decide on the relevance of competences for the work of a speech and language therapist in two subsections:

- A. Subject specific competences
- B. Generic competences.

In total 109 questions must be answered. It is designed for simple "check box" responses and should take you about 30-35 minutes to complete the questionnaire. You have to select the appropriate box.

This online survey will only allow you to proceed to the next question when you have completed the previous one.

Therefore it is important to answer every question and not to skip any.

- You can stop and save your answers at any stage and can go back to it later.
- Please do not try to submit the completed survey before you have answered all the questions.

Only click on "submit" when you have reached the end!

The same three point scoring applies to all questions in the main survey of competences *For each statement of competence you need to decide whether this competence is:*

- 0. NOT ESSENTIAL** to be able to practise as a newly qualified SLT
- 1. DESIRABLE BUT NOT ESSENTIAL** to be able to practise as a newly qualified SLT
- 2. ESSENTIAL** to be able to practise as a newly qualified SLT.

**RESPONDENT INFORMATION**

We need to gather information about who responds to this questionnaire therefore we ask you to supply brief background details about yourself which will be kept confidentially and only used anonymously.

**I am (gender)**

- Male
- Female

**I am in the following age band**

Your age band

Your age

**I have been qualified as an SLT**

No. of years qualified

No. of years qualified

**I qualified as an SLT in**

EU Countries

Choose a country

**My qualification as an SLT is ( Please only click your highest level )**

- Certification
- Bachelor's
- Honours bachelor's degree
- Master's
- PhD
- I am not qualified as an SLT

**I am working as an SLT in:**

choose a country

Choose a country

**I work as an SLT using my own first language**

- YES
- NO
- Not relevant

**I work as an SLT using more than one language**

- YES
- NO
- Not relevant

**My highest level of education is:**

- Certification
- Bachelor's
- Honours bachelor's degree
- Master's
- PhD

**I complete continuing professional development activities for SLT**

- 30 hours per year or more
- 20 hours per year
- Less than 20 hours per year
- Rarely or never
- I am not an SLT

**Please indicate your employment situation today:**

**Please tick ALL that apply**

- working in a position related to my qualification
- working in a position not related to my qualification
- doing further full time study
- unemployed
- I am not working as an SLT
- other

**Please indicate which of these applies for you ( please tick ALL that apply)**

- qualified SLT
- employer of SLTs\* ( see glossary for explanation of "employer")
- academic at SLT department

**If you are employed as an SLT did you forward the link to this survey to your employer?**

- Yes
- No
- Not employed as SLT

Please do not try to submit the survey before you have answered all questions of your language.

Please submit your answer on line within a period of 2 weeks.

i.e. by **28 th January 2012**

**REMINDER** For each statement of competence you need to decide whether this competence is:

**0. NOT ESSENTIAL** to be able to practise as a newly qualified SLT

**1. DESIRABLE BUT NOT ESSENTIAL** to be able to practise as a newly qualified SLT

**2. ESSENTIAL** to be able to practise as a newly qualified SLT.

## I SUBJECT SPECIFIC COMPETENCES

A. Scope of Practice

B. Assessment and identification of communication and eating, drinking and swallowing disorders.

C. Planning and implementation of intervention

D. Planning, maintaining and evaluating Services

E. Prevention

F. Quality assurance

G. Research

H. Professional development, continuing education and specific ethical responsibilities.

### **A. Scope of practice**

#### **A newly qualified SLT is able to:**

	not essential	desirable but not essential	essential
1. Can assess,diagnose and intervene in speech and language disorders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Can assess,dianose and intervene in eating, drinking and swallowing disorders(EDS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## B. Assessment and identification of communication and eating, drinking and swallowing needs

### A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Establishes rapport and facilitates participation in the assessment and differential diagnosis process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Can apply and synthesizes knowledge of communication disorders, linguistics, phonetics, psychology and biomedical sciences in order to identify, assess and diagnose communication and EDS disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Masters phonetic transcription	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Masters linguistic and psycholinguistic analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Can administer, record, score and interpret a range of published and/or informal assessment tools appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Can administer, record and interpret the following instrumental measurements:- - audiometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- tympanometry,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- acoustic analysis,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- lanryngography,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- nasometry,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- stroboscopy,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- nasendoscopy,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- videofluoroscopy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Understands the implications of the findings of clinical neurological investigations such as CT, PET, MRI, or radiological investigations such as chest X rays, for speech, language, communication and EDS functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Analyses, and interprets assessment results accurately and integrates information from case history and other relevant sources into findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Makes a clinical judgment or diagnosis of the nature and extent of disorders and proposes possible prognoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Identifies gaps in information needed to understand the client's disorders, and seeks information to fill those gaps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Can produce oral and written reports of assessment results, including analysis and interpretation of assessment information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Provides appropriate feedback on interpretation of assessment results to the client and significant others, in a way they can understand easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Identifies the influence of different situations, environments or contexts on clients' problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Recognises the effect of the disorders on the psychosocial well-being, social and medical status of the client and significant others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. When necessary, refers client to other professionals in a timely and appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## C. Planning and implementation of intervention

### A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Discusses long-term outcomes and decides, in consultation with the client, whether speech and language therapy is appropriate or required. Includes key people in these discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Integrates assessment results with other relevant information to set goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understands the rationales and principles that underlie specific therapy methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Evaluates research and other evidence to inform practice. Changes practice to take account of new developments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Selects and plans appropriate and effective therapy interventions involving key people in the client's environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Defines and agrees upon roles and responsibilities of the speech and language therapist, the client, and significant others in the planned intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Documents response to intervention and any changes in intervention plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Understands the roles of other members of the inter/transdisciplinary team and produces intervention plans in consultation with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Selects the appropriate role/s of assessor, educator, counsellor, advocate, researcher, trainer, facilitator and consultant, and is aware of boundaries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Implements appropriate therapy techniques using the necessary materials and instrumental equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Collects information, including qualitative and quantitative data, to evaluate the effectiveness of therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Makes reasoned decisions to initiate, continue, modify or cease the use of chosen techniques, treatments or procedures, and records the decisions and reasoning appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Prepares a client for discharge from therapy appropriately, agreeing a point of closure with the client and significant others, and follows relevant agency discharge procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Keeps legible and accurate contemporaneous records in accordance with professional and legal requirements and uses only accepted terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Applies the principles of evidence based practice to clinical decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Understands the concepts of efficacy and efficiency in relation to SLT intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Understands the ethical and legal implications of withdrawing and withholding nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## D. Planning, maintaining and evaluating services

### A newly qualified SLT is able to:

	not essential	desiderable but not essential	essential
1. Is aware of the structure and function of the education, social and healthcare services in the country of practice, and current developments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Decides between available service delivery options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Manages caseload effectively, including prioritization, time management and efficient use of service delivery models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Participates in evaluation of the Speech and Language Therapy Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Responds to relevant government legislation and workplace policies, and understands their implications for the Speech and Language Therapy Service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## E. Prevention: Prevents disorders from occurring or developing:

### A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Education of the public and other professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Early identification of risk factors and actual disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Early intervention in disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## F. Quality assurance

### A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Understands the principles of quality control and quality assurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Recognises the need for monitoring the quality of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Contributes to the generation of data for quality assurance programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Maintains an effective audit trail and works towards continual improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Recognises the value of case conferences and other methods of review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## G. Research

### A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Evaluates current evidence-based research and applies it, in clinical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Understands the principles of research and research methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is familiar with statistical packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Collaborates in research initiated or supported by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Evaluates formal and informal assessment tools and intervention resources and methods in relation to current research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Makes suggestions for developing or acquiring new resources, or introducing new methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Contributes to the development of the discipline and of the profession by undertaking and publishing research and case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## H. Professional development, continuing education and specific ethical responsibilities

### A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Demonstrates critical reflection skills as a foundation for ongoing professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Makes use of formal and informal networks for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Develops personal growth as a speech language therapist through insight into, and further development of, a range of interpersonal and communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Once experienced and preferably trained, assists and tutors students of the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Observes the code of ethics of the national professional body and/or as prescribed by the employer, and/or the national/state government.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Understands the professional roles and boundaries of a speech and language therapist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. GENERIC COMPETENCES

- A. Instrumental Competences
- B. Interpersonal and intrapersonal competences
- C. Systemic competences

## A. Instrumental competences

### A.1. Capacity for analysis and synthesis

A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Synthesize information from diverse sources to select an appropriate course of action or to answer a question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Analyze information to draw appropriate conclusions and recognize the implications of these conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### A.2. Capacity for organization and planning

A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Divide tasks into concrete steps and set time schedules with realistic aims, taking into account all other demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Meet goals or deliver products of work on schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### A.3. Oral and written communication

A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Use appropriate, effective skills and materials in written, oral and visual communication of information and instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Is able to write professionally and scientifically, and make presentations, in an appropriately clear and concise style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is able to read and comprehend professional documents, scientific articles and professional presentations in a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Is able to write professional documents, scientific articles and make professional presentations in a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### A.4. Elementary IT skills

The newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Utilize common programs/software for producing, creating and storing relevant documents and data for clinical and research activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Use e-learning applications and adapt to new educational technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### A.5. Information management skills

The newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Gather data using various methods including literature review, interviewing, questionnaires and observation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Apply legal and ethical principles in managing information and protect integrity, reliability and authenticity of records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## A.6. Problem solving and decision making

The newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Identify the important factor in a problem and suggest possible solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Identify the risks or pitfalls associated with each possible solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Use this knowledge to select the most appropriate solution for the particular circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Express the preferred solution/decision in a comprehensible way and outline the concrete actions required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## B. Interpersonal and intrapersonal competences

### B.1 Interpersonal competences:

The newly qualified SLT should demonstrate:

	not essential	desirable but not essential	essential
1. Empathy with clients and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The ability to extract information from informants efficiently and sympathetically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The ability to provide accurate feedback in a comprehensible and sensitive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Social skills such as assertiveness, cooperation, negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Appreciation of diversity and multiculturalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### B.2 Intrapersonal competences :

The newly qualified SLT should demonstrate evidence of:

	not essential	desirable but not essential	essential
1. The ability to be self-critical and reflect on their own performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Resilience in coping with the demand of the profession in a way which enables them to maintain self-esteem and manage stress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Behavior which is honest, sincere and reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Positive attitude and pro-activeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## C. Systemic competences

### C.1. Capacity to learn, generate new ideas and adapt to new situations

A newly qualified SLT is able to:

	not essential	desirable but not essential	essential
1. Adapt own behaviour and approach to fit new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Formulate creative and original solutions for novel situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Conduct a search of the scientific literature to find the most relevant information to answer a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Evaluate the methodology, results and analyses of reported research project to judge their worth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Design and implement a research project to answer a particular question effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### C.2. Capacity for leadership

A newly qualified SLT is able to

	not essential	desirable but not essential	essential
1. Direct others as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Manage others to achieve consensus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### C.3. Ability to work autonomously

A newly qualified SLT is able to

	not essential	desirable but not essential	essential
1. Work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Take responsibility for developing their own knowledge and skills throughout their lifespan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### C.4. Initiative/ entrepreneurial spirit

A newly qualified SLT is prepared to

	not essential	desirable but not essential	essential
1. Engage in new enterprise or follow a difficult course of action, if required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### C.5. Educating and developing others

A newly qualified SLT

	not essential	desirable but not essential	essential
1. Provides appropriate education and training for members of other professions or significant others involved with their clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Educates new entrants and other members of the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**C.6. Active representative in society and towards decision makers**

**A newly qualified SLT is able to**

	not essential	desirable but not essential	essential
1. Advocate for their profession and clients with relevant decision makers and other members of the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thanks !**

Thank you for taking part in this survey.

**Thank you for your time and for your help.**

Please click here to end the survey