



**Health Education England**

# Pre-registration eating, drinking, and swallowing competencies sign-off sheet

November 2021

Pre-registration eating, drinking, and swallowing competencies sign-off sheet

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## Guidance on completion

This document is intended to be a record of sign-off of the RCSLT competencies in eating, drinking and swallowing for the pre-registration education and training of speech and language therapists.

### For learners

Learners should share this document with their practice educators during practice placements and with their HEI tutor over the course of their studies.

### For signatory

For the purpose of this document, 'signatory' refers to a practice educator or HEI tutor responsible for a learner's competency sign-off.

Please ensure practice educators and HEI tutors complete the signature key on page 8.

Please refer to the following document for guidance on completion:

[\*RCSLT competencies in eating, drinking, and swallowing for the pre-registration education and training of speech and language therapists\*](#)

## Pre-registration eating, drinking and swallowing competencies

| EDS competency:<br>Speech and language therapy learner is able to...                                                                  | Developing |      | Achieved  |      |
|---------------------------------------------------------------------------------------------------------------------------------------|------------|------|-----------|------|
|                                                                                                                                       | Signature  | Date | Signature | Date |
| 1. Discuss the importance of EDS and the service user's goals with the service user/ family/carer                                     |            |      |           |      |
|                                                                                                                                       |            |      |           |      |
| 2. Apply health and safety procedures related to working with service users who are at risk of, or who present with, EDS difficulties |            |      |           |      |
|                                                                                                                                       |            |      |           |      |
| 3. Identify information required from case history and referral information that will guide the service user/family/carer interviews  |            |      |           |      |
|                                                                                                                                       |            |      |           |      |
| 4. Obtain detailed background information from case notes relevant to EDS                                                             |            |      |           |      |
|                                                                                                                                       |            |      |           |      |

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| EDS competency:<br>Speech and language therapy learner is able to...                                           | Developing |      | Achieved  |      |
|----------------------------------------------------------------------------------------------------------------|------------|------|-----------|------|
|                                                                                                                | Signature  | Date | Signature | Date |
| 5. Carry out oral facial (sensory and motor) examinations on population without EDS difficulties               |            |      |           |      |
|                                                                                                                |            |      |           |      |
| 6. Recognise the positive and negative impacts of modifying aspects of the EDS process                         |            |      |           |      |
|                                                                                                                |            |      |           |      |
| 7. Describe the indications for and against non-oral supplementation of nutrition and/or hydration             |            |      |           |      |
|                                                                                                                |            |      |           |      |
| 8. Recognise the signs and symptoms of oropharyngeal and oesophageal dysphagia to inform diagnostic hypotheses |            |      |           |      |
|                                                                                                                |            |      |           |      |
| 9. Discuss service user/family/carer perspective when taking detailed case histories relevant to EDS           |            |      |           |      |
|                                                                                                                |            |      |           |      |

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| EDS competency:<br>Speech and language therapy learner is able to...                                                          | Developing |      | Achieved  |      |
|-------------------------------------------------------------------------------------------------------------------------------|------------|------|-----------|------|
|                                                                                                                               | Signature  | Date | Signature | Date |
| 10. Evaluate oral, facial, and swallowing functioning of service users at risk of EDS difficulties                            |            |      |           |      |
|                                                                                                                               |            |      |           |      |
| 11. Formulate hypotheses and outline possible intervention options for discussion with the practice educator                  |            |      |           |      |
|                                                                                                                               |            |      |           |      |
| 12. Apply knowledge of evidence-based rehabilitation and compensatory techniques to develop person-centred intervention plans |            |      |           |      |
|                                                                                                                               |            |      |           |      |
| 13. Explain management programmes to service users/ families/carers and relevant team members                                 |            |      |           |      |
|                                                                                                                               |            |      |           |      |
| 14. Use appropriate assessments to observe, record and evaluate EDS patterns, including trials of proposed intervention(s)    |            |      |           |      |
|                                                                                                                               |            |      |           |      |

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| EDS competency:<br>Speech and language therapy learner is able to...                                                                                | Developing |      | Achieved  |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------|------|-----------|------|
|                                                                                                                                                     | Signature  | Date | Signature | Date |
| 15. Synthesise information on psychological, social and biomechanical factors with assessment findings to formulate diagnoses                       |            |      |           |      |
|                                                                                                                                                     |            |      |           |      |
| 16. Synthesise information on psychological, social and biomechanical factors with assessment findings to develop person-centred intervention plans |            |      |           |      |
|                                                                                                                                                     |            |      |           |      |
| 17. Identify specific person-centred outcomes to support review scheduling                                                                          |            |      |           |      |
|                                                                                                                                                     |            |      |           |      |
| 18. Identify specific person-centred outcomes to identify appropriate discharge points                                                              |            |      |           |      |
|                                                                                                                                                     |            |      |           |      |
| 19. Discuss the ethical issues associated with EDS for service users/ family/carers                                                                 |            |      |           |      |
|                                                                                                                                                     |            |      |           |      |

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| EDS competency:<br>Speech and language therapy learner is able to...                                       | Developing |      | Achieved  |      |
|------------------------------------------------------------------------------------------------------------|------------|------|-----------|------|
|                                                                                                            | Signature  | Date | Signature | Date |
| 20. Identify situations associated with EDS issues that require the initiation of safeguarding discussions |            |      |           |      |
|                                                                                                            |            |      |           |      |





The Royal College of Speech and Language Therapists (RCSLT) is the professional body for speech and language therapists in the UK. As well as providing leadership and setting professional standards, the RCSLT facilitates and promotes research into the field of speech and language therapy, promotes better education and training of speech and language therapists, and provides its members and the public with information about speech and language therapy.

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