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

## Version 2 – May 2024

(Without signatures on the hours record)

### 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 guidance on completion:

‘[RCSLT competencies in eating, drinking, and swallowing for the pre-registration education and training of speech and language therapists’](https://www.rcslt.org/members/clinical-guidance/dysphagia/dysphagia-learning/#section-2)

### Pre-registration eating, drinking and swallowing competencies

| **EDS competency:** Speech and language therapy learner is able to… | **Achieved** |
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| **Signature** | **Date** |
| 1. Discuss the importance of EDS and the service user’s goals with the service user/ family/carer |  |  |
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| 2. Apply health and safety procedures related to working with service users who are at risk of, or who present with, EDS difficulties |  |  |
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| 3. Identify information required from case history and referral information that will guide the service user/family/carer interviews |  |  |
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| 4. Obtain detailed background information from case notes relevant to EDS |  |  |
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| 5. Carry out oral facial (sensory and motor) examinations on population without EDS difficulties |  |  |
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| 6. Recognise the positive and negative impacts of modifying aspects of the EDS process  |  |  |
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| 7. Describe the indications for and against non-oral supplementation of nutrition and/or hydration |  |  |
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| 8. Recognise the signs and symptoms of oropharyngeal and oesophageal dysphagia to inform diagnostic hypotheses |  |  |
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| 9. Discuss service user/family/carer perspective when taking detailed case histories relevant to EDS |  |  |
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| 10. Evaluate oral, facial, and swallowing functioning of service users at risk of EDS difficulties |  |  |
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| 11. Formulate hypotheses and outline possible intervention options for discussion with the practice educator |  |  |
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| 12. Apply knowledge of evidence-based rehabilitation and compensatory techniques to develop person-centred intervention plans |  |  |
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| 13. Explain management programmes to service users/ families/carers and relevant team members |  |  |
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| 14. Use appropriate assessments to observe, record and evaluate EDS patterns, including trials of proposed intervention(s) |  |  |
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| 15. Synthesise information on psychological, social and biomechanical factors with assessment findings to formulate diagnoses |  |  |
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| 16. Synthesise information on psychological, social and biomechanical factors with assessment findings to develop person-centred intervention plans |  |  |
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| 17. Identify specific person-centred outcomes to support review scheduling |  |  |
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| 18. Identify specific person-centred outcomes to identify appropriate discharge points |  |  |
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| 19. Discuss the ethical issues associated with EDS for service users/ family/carers |  |  |
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| 20. Identify situations associated with EDS issues that require the initiation of safeguarding discussions |  |  |
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## Hours log

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| **Date** | **No of hours** | **Direct/Indirect** | **Paediatric/Adult** | **Additional information** |
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## Signature Key

When signing off any competency, developing or achieved, please complete the signatory box below.

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| **Signature** | **Name** | **Job title and organisation** | **Date** |
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