

# The RCSLT Dysphagia Training & Competency Framework

1

## FAST FACT

### Flexible:

Competencies can be demonstrated in many different ways

2

## FAST FACT

**Universal:** Can be used across all client groups

3

## FAST FACT

**Transferrable:** Allows SLTs to move between posts without undertaking unnecessary duplicated training



## What is it?

A document for all RCSLT members who work with people with eating, drinking or swallowing disorders (dysphagia)\*

Includes guidance for:

- ▶ pre-registration dysphagia training including revised curriculum guidelines
- ▶ post-qualification dysphagia development

## When should I use it?

From your first day as a student or assistant, and throughout your whole career



## Who is it for?

- ▶ Universities
- ▶ Students
- ▶ Assistants
- ▶ Newly Qualified Practitioners (NQPs)
- ▶ Speech and Language Therapists (SLTs)
- ▶ Clinical supervisors
- ▶ Managers



## Why should I use it?

The key benefits for...



### Patients

- ▶ Increased safety
- ▶ Consistency of care
- ▶ More competent, confident management of their eating, drinking and swallowing concerns



### Students

- ▶ Acquire comparable knowledge and demonstrable skills
- ▶ Clinicians more likely to offer dysphagia experience to students on placements



### Speech and language therapists

- ▶ Supports career development
- ▶ Demonstrates progress made against goals
- ▶ Identifies future training and development needs
- ▶ A standardised approach



### Managers and supervisors

- ▶ Improves understanding of SLT role in dysphagia
- ▶ Supports employment decisions and workforce planning
- ▶ Provides guidance and a tool to inform supervision and appraisal



## How do I use it?

- ▶ Plot yourself on the framework starting at Level A and work your way through
- ▶ You must achieve all competencies within a level to be competent at that level
- ▶ But you can start working on later competencies before all the earlier ones are achieved
- ▶ Document evidence of your knowledge and competence, giving examples from existing CPD and experience and share with your supervisor to establish your baseline.
- ▶ Identify future learning needs and set goals for development



## I still have questions...

What if I don't have a supervisor? What if I don't have all the evidence as I have been practicing for years?

Visit the RCSLT website for more information:

[www.rcslt.org](http://www.rcslt.org)