

ANNEX I Benchmarks for SLT Education in Europe. Key Subject Specific and Generic Competences which form common standards for SLT initial education in Europe

SUBJECT SPECIFIC COMPETENCES FOR THE NEWLY QUALIFIED SLT	
	The newly qualified SLT must be able to:
Scope of practice	assess, diagnose and intervene in speech and language disorders
	assess, diagnose and intervene in eating, drinking and swallowing disorders
Assessment and identification of communication needs and swallowing problems	establish rapport and facilitate participation in the assessment and differential diagnosis process
	identify the influence of different situations, environments or contexts on clients problems
	analyze, and interpret assessment results accurately and integrate information from case history and other relevant sources into findings
	provide appropriate feedback on interpretation of assessment results to the client and significant others, in a way they can understand easily
	produce oral and written reports of assessment results, including analysis and interpretation of assessment information
	identify gaps in information needed to understand the client's disorders, and seeks information to fill those gaps
	recognize the effect of the disorders on the psychosocial wellbeing, social and medical status of the client and significant others
	when necessary, refer client to other professionals in a timely appropriate manner
Planning and implementation of intervention	integrate assessment results with other relevant information to set goals
	understand the rationales and principles that underlie specific therapy methods
	discuss long-term outcomes and decide, in consultation with the client, whether speech and language therapy is appropriate or required by including key people in these discussions
	select and plan appropriate and effective therapy interventions involving key people in the client's environment
	understand the roles of other members of the inter- / transdisciplinary team and produce intervention plans in consultation with them
	implement appropriate therapy techniques using the

	necessary materials and instrumental equipment
	make reasoned decisions to initiate, continue, modify or cease the use of chosen techniques, treatments or procedures, and record the decisions and reasoning appropriately
	document response to intervention and any changes in intervention plan
	keep legible and accurate contemporaneous records in accordance with professional and legal requirements and use only accepted terminology
	collect information, including qualitative and quantitative data, to evaluate the effectiveness of therapy
	prepare a client for discharge from therapy appropriately, agreeing a point of closure with the client and significant others, and follows relevant agency discharge procedures
	understand the concepts of efficacy and efficiency in relation to SLT intervention
Prevention	prevent communication and swallowing disorders from occurring or developing, including early intervention in disorders
Professional development, continuing education and specific ethical responsibilities	understand the professional roles and boundaries of a speech and language therapist
	observe the code of ethics of the national professional body and / or as prescribed by the employer, and / or the national / state government
	develop personal growth as a speech and language therapist through insight into, and further development of, a range of interpersonal and communication skills

GENERIC COMPETENCES FOR THE NEWLY QUALIFIED SLT

Interpersonal and intrapersonal competences	demonstrate a behavior which is honest, sincere and reliable
	demonstrate empathy with clients and colleagues
	extract information from informants efficiently and sympathetically
	provide accurate feedback in a comprehensible and sensitive manner
	demonstrate advanced social skills such as assertiveness, cooperation, negotiation
	appreciate diversity and multiculturalism
	show positive attitude and pro activeness
	be self-critical and reflect on their own performances
	demonstrate resilience in coping with the demand of the profession in a way which enables him/her to maintain

	self-esteem and manage stress
Systemic competences	take responsibility for developing his/her own knowledge and skills throughout his/her lifespan
	work independently and autonomously
	adapt his/her own behavior and approach to fit new situations
	formulate creative and original solutions for novel situations
	conduct a search of the scientific literature to find the most relevant information to answer a question
Instrumental competences	use appropriate, effective skills and materials in written, oral and visual communication of information and instruction
	gather data using various methods including literature review, interviewing, questionnaire and observation
	identify the important factor in a problem and suggest possible solutions
	express the preferred solution/decision in a comprehensible way and outline the concrete actions required
	identify the risks or pitfalls associated with each possible solution
	use this knowledge to select the most appropriate solution for the particular circumstances
	analyze information to draw appropriate conclusions and recognize the implications of these conclusions
	synthesize information from diverse sources to select an appropriate course of action or to answer a question
	apply legal and ethical principles in managing information and protect integrity, reliability and authenticity of records
	divide tasks into concrete steps and set time schedules with realistic aims, taking into account all other demands
	meet goals or deliver products of work on schedule