The NetQues Project

October 2010 to September 2013

A total of 65 partners were recruited from academic institutions and professional associations involved in speech and language therapy (SLT) education from across all 27 EU countries, plus Liechtenstein, Norway and the EU-candidate countries of Iceland and Turkey.

Project coordination was undertaken by the lead partner, CPLOL, which comprises expert clinicians and academics representing each European country.

Partners were allocated to one of six work package (WP) teams, reflecting a range of expertise and geographical spread within each team. Targets which aligned with the Tuning process lines were then assigned to each of the WP teams.

Each WP team took responsibility for specific elements of the work, shared across the partners. An ethnographic research approach was adopted using the broad range of expert participants as key informants.

In order to provide as complete an overview as possible of this diversity and map the current state of the art of SLT education, two Europe wide surveys were conducted. The surveys explored the diversity of the qualifications in SLT.

This document presents the agreed benchmarks for competences required by a new entrant to the SLT profession.

Results also gave profiling information available separately as an appendix (Annex I) to the main report. (See the website www.netques.eu/?page_id=1051).

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Network for Tuning Standards and Quality of Education programmes in Speech and Language Therapy across Europe.

Benchmarks for Speech and Language Therapy Education in Europe
The newly qualified SLT must be able to:

**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
- 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