

Programme Specification – Definitive Document

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	Plymouth Marjon University
1.2	Teaching Institution:	Plymouth Marjon University
1.3	Locus of Delivery:	Plymouth Marjon University
1.4	Final Award Title:	BSc (Hons)
1.5	FHEQ Level:	4, 5 and 6
1.6	Programme Title:	Speech & Language Therapy
1.7	Mode and Duration of Study:	Full Time – 3 years Part Time - 6 years
1.8	UCAS Code(s):	B620
1.9	Admission Criteria:	<p>View full entry requirements here: https://www.marjon.ac.uk/courses/speech-and-language-therapy/</p> <p>All short-listed candidates will be invited to an interview.</p> <p>Applicants, who do not have English as their first language and/or have not received their education through the medium of English, must achieve an IELTS score of 7.5 with no element below 7.0 at the start of the programme. A good standard of spoken English and good interpersonal skills are a pre-requisite for all candidates.</p>

		<p>Disclosure and Barring Service (DBS) clearance.</p> <p>Upon acceptance of an offer students will be required to take part in an occupational health screening procedure to ensure that they are fit to practice in a healthcare setting.</p>
1.10	Accrediting Professional Body/ PSRB:	<p>Health & Care Professions Council</p> <p>Royal College of Speech & Language Therapists</p>
1.11	QAA Subject Benchmarking Group(s):	<p>Healthcare Programmes: Speech & Language Therapy</p>
1.12	Other External Points of Reference:	<p>Standards of Proficiency for Health Professions : Speech and Language Therapy Health Professions Council (2003)</p> <p>Royal College of Speech and Language Therapists; National Curriculum Guidance</p> <p>Health Education England</p> <p>The Professional Advisors in Clinical Education Group (PACE)</p> <p>The Committee of Representative of Education of Speech and Language Therapists (CREST)</p> <p>Framework for Higher Education Qualifications (FHEQ)</p>

1.13	Language of Study (for learning, teaching and assessment):	English
1.14	Work-Based Learning Arrangements:	<p>150 sessions of Practice Practice –supported by Southwest region SLT providers</p> <p>Nursery school placement Conversation Partner Scheme</p> <p>Placement based learning opportunities may include:-</p> <p>Children’s services: including schools, health clinics, nurseries, child development centres, special schools, specialist units, community projects.</p> <p>Adult services: acute hospital settings, day hospitals, domiciliary care, community reablement, rehabilitation units.</p> <p>Learning disability: special schools, community facilities, work places.</p>
1.15	Foundation Degree Progression Routes:	
1.16	Arrangements for Distance Learning:	N/A
1.17	Original Date of Production:	November 2017
1.18	Date of Commencement:	September 2018
1.19	Review Date:	By August 2024



2. Programme Outline

The BSc (Hons) Speech and Language Therapy is a vocational degree designed to educate speech and language therapists in preparation for a professional career within the NHS and private, voluntary and independent sectors. The design of the programme is carefully crafted to introduce core academic topics in the first year, and to integrate theory and practice throughout the 3 years, reflecting deepening knowledge and growing competences throughout the course of the programme. A 6 year part-time route is also offered. Research is embedded throughout the programme as the foundation for evidence based practice. The programme will offer students the opportunity to develop the skills, knowledge and values for lifelong learning in the modern workplace.

Successful completion of an HCPC approved programme provides eligibility to apply for admission to the HCPC Register. ‘Speech and language therapist’ is a protected title, and you will only be entitled to use it if you are registered with the HCPC.”

The Royal College of Speech and Language Therapists recommend that students normally complete their studies within seven years of commencement. This will permit students to interrupt or step-off the programme for a period and to recommence or step-on at a later time.

Students who achieve the academic requirements for award of Honours degree without satisfying the professional requirements of the Professional Board will be awarded BSc (Hons) Human Communication Studies, on achievement of 360 credits. This degree will not be registered with HCPC and graduates with this degree will NOT be eligible to apply to be entered onto the HCPC Register. Students who have been awarded this degree cannot subsequently be awarded the BSc (Hons) Speech and Language Therapy.

Programmes approved by HCPC are subject to an approval, monitoring and audit process. The framework for monitoring of programmes by HCPC is associated with the Standards of Education and Training (SET) Standards of Proficiency (SOP). Continued RCSLT accreditation is associated with the delivery of the RCSLT National Curriculum.

2.1 Integrating Sustainability into the Curriculum

The programme team are responsible for embedding sustainability into the curriculum by considering the future impact of the lives of all students who pass through the programme. For example, we will reduce our impact on the environment through the use of e-learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. The overarching aim is to empower students to become global citizens while also increasing their employability. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity. The programme team works hard to develop and maintain strong regional partnerships with placement providers who are also the future employers of the SLT students. The team also works alongside other university-wide agendas such as employability and student engagement to embed these concepts more widely.

Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and the global community, which will enable them to clarify their own values as well as promote a sustainable future. Critical reflection and critical appraisal are integral to professional development and is fostered through reflexive accounts, learning journals, and discussion groups as well as in more traditional seminar sessions.



We promote voluntary work through a range of opportunities; we are developing collaborative use of SLT clinic resources at the university with local SLT service providers which also increases practice placement opportunities for students.

Higher Education is recognised as an important ground for application of sustainability skills. The team use a range of pedagogical approaches to bring these elements into the learning environment: Real-world case studies, data based learning and project based learning are used to develop systemic thinking and analysis.

There is an emphasis on participatory learning through peer and group learning opportunities. Experiential learning is fundamental to clinical placement learning.

Simulations, role play and case-based learning develop creative thinking for future scenarios. Collaborative learning is included through contributions from specialist guest speakers including SLT service users, practice-based learning and interdisciplinary working.

3. Distinctive Features

The BSc (Hons) Speech and Language Therapy is the only pre-registration speech and language therapy degree in the South West and, as such, has helped redress significant historical recruitment challenges for local SLT service providers. Graduates of this programme are highly valued professionals who gain employment as speech and language therapists within the South West region and beyond.

The majority of teaching staff on this programme are fully qualified SLT practitioners, with extensive clinical experience in a range of specialisms. The programme has close links with all regional SLT services and external clinical colleagues are regularly consulted on curriculum, recruitment and placement issues. Students are offered a broad range of



placement opportunities in a variety of settings and with a range of client groups, covering the whole of the South West region.

The Programme enjoys excellent facilities with a voice lab, a speech lab, on-site clinic facilities, a dysphagia kitchen, staff offices and an open space in which students can meet and work.

This programme will continue the innovative practice of offering the opportunity for pre-registration students to graduate clinically competent in the management of clients with dysphagia. Employers, students and Health Education England have urged us to retain this distinctive feature. At the end of year one, students will choose whether they wish to take up this opportunity. Placements will then be individually tailored accordingly.

The on-site clinic boasts two large spaces for working with people in groups or as individuals, an observation room and high quality visual/audio recording equipment. This enables staff to run clinics for those referred to the team by local NHS clinicians, such as people with Parkinson's, people with aphasia post-stroke and children with speech and language difficulties. Clinic provision also includes a speech laboratory and voice laboratory which house state-of-the-art equipment for voice, swallowing and speech analysis. Through the on-site clinic, a number of placement opportunities are provided for students, research projects are carried out in collaboration with students and data is gathered to support and enhance teaching.

The course includes a well-established programme of clinical simulation; using actors to help students develop vital therapeutic skills in a supportive environment. The curriculum also includes newly designed modules such as 'SLT Process and Practice' which aims to equip students with the knowledge and skills underpinning personal impact and effectiveness in



therapeutic and team relationships. Cutting edge research in such areas as behaviour change theory and leadership will underpin this module.

The innovative module 'Augmentative and Alternative Communication' provides an excellent preparation for working with individuals with severe communication impairments associated with physical and cognitive disability. Individuals who use AAC themselves contribute to the teaching of this module.

The majority of staff are research active in a range of clinical areas including acquired language disorders, Parkinsons, children's speech disorders and voice. Research activity directly informs teaching and offers opportunities for student-staff collaboration on projects. All research active staff contribute to teaching research methods and share their own experience of using various research methodologies with the students.

We recognise that the BSc SLT programme demands a high level of engagement from students and are therefore concerned to offer comprehensive and tailored support to every student. See page 17 of this document for details of the support available to all students.

4. Programme Aims

The aim of the programme is to enable students to develop into competent, confident speech and language therapy clinicians who are fit for practice and can be recommended to the Health and Care Professions Council for registration.

Graduates will develop:

1. Professional identity and a sound understanding of the responsibilities and duty of care which are central to the role of a speech and language therapist
2. The ability to work as a member of an interprofessional team
3. Analytical, scientific and critical thinking skills including the ability to reflect on and evaluate their own clinical practice
4. A sound understanding of the core disciplines that underpin speech and language therapy
5. As independent life-long learners who engage in continuing professional development throughout their career
6. The understanding of the application of research methodologies applicable to clinical work
7. The ability to generate their own clinical research questions and become clinician- researchers of the future

5. Programme Learning Outcomes

On successful completion of the programme graduates will have a sound knowledge of speech pathology and be eligible to apply for admission to the HCPC Register as a speech and language therapist. The programme outcomes therefore enable graduates to meet the HCPC Standards of Proficiency for speech and language therapists.

Programme outcomes based on the Professional Requirements for Registrant Speech and Language Therapists (HCPC standards of Proficiency). See page 19 for mapping of these Programme Learning Outcomes to the programme modules.

Registrant speech and language therapists must be able to:

1. Practise safely and effectively within their scope of practice
2. Practise within the legal and ethical boundaries of their profession
3. Maintain fitness to practise

4. Practise as an autonomous professional, exercising their own professional judgement
5. Be aware of the impact of culture, equality and diversity on practice
6. Be able to practise in a non-discriminatory manner
7. Understand the importance of and be able to maintain confidentiality
8. Communicate effectively
9. Work appropriately with others
10. Maintain records appropriately
11. Assure the quality of their practice
12. Understand the key concepts of the knowledge base relevant to their profession
13. To draw on appropriate knowledge and skills to inform practice
14. Understand the need to establish and maintain a safe practice environment

(HCPC Standards of Proficiency: Speech and language therapists 2014)

Programme Learning Outcomes Based on QAA Subject Benchmark Statements

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. Critical knowledge and understanding of linguistic theory including phonetics, psycholinguistics, sociolinguistics and all levels of typical speech and language processing
2. Critical knowledge and understanding of biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing
3. Critical knowledge and understanding of psychological and sociological perspectives as relevant to clients, carers and their context
4. Critical knowledge and understanding of the theoretical basis for developmental and acquired disorders of speech, language, communication and swallowing

5. Critical knowledge and understanding of educational philosophy and practice and the relationship between language and literacy
6. Understanding of theories of research design and methodologies

Intellectual skills:

By the end of this programme students should demonstrate:

1. The ability to critically evaluate evidence base practice; apply theories of evidence based practice; evaluate practice systematically and take part in audit procedures
2. The ability to critically evaluate, synthesise and present information from a range of sources
3. The ability to critically evaluate theory, published research, clinical and theoretical data
4. The ability to apply reasoning and problem solving skills (including hypothesis based assessment and differential diagnosis).

Practical skills:

By the end of this programme students should demonstrate:

1. The ability to assess and manage people with developmental and acquired speech and language disorders, voice disorders, fluency disorders, swallowing disorders and developmental or acquired cognitive disorders
2. The ability to employ professionally competent skills in phonetic transcription, phonological analysis and grammatical analysis of speech and language data
3. The ability to maintain comprehensive clinical records appropriately

4. The ability to plan appropriate, evidence based therapy sessions, devising goals in collaboration with clients
5. The ability to devise and produce appropriate clinical resources to meet the needs of specific clients and client groups
6. The ability to operate within the legal and ethical boundaries of the profession
7. The ability to evaluate the limits of their practice, when it is appropriate to seek advice and make referrals to health and other agencies
8. The ability to exercise a professional duty of care, maintain confidentiality and obtain informed consent
9. The ability to contribute effectively to work undertaken as part of a multi-disciplinary team.

Transferable / key skills:

By the end of this programme students should demonstrate:

1. The ability to communicate in written and spoken English to a high standard
2. The ability to adapt their own communication style appropriately to a range of clients, carers and professional groups
3. The ability to collect, interpret and analyse quantitative data, making use of descriptive and inferential statistics; understand and apply the statistical concepts underpinning standardised assessment tools
4. The ability to synthesise information for client case notes, audit, research and presentation of information employing appropriate ICT tools and resources
5. The ability to evaluate and improve own learning and performance: understand the obligation to maintain fitness for practice and take part in continuous professional development
6. The ability to apply problem-solving skills: be able to frame and analyse a problem using a range of techniques.



6. Learning and Teaching Methods

6.1 Learning Enhancement

Glossary of Teaching and Learning Modes

Lecture

Verbal delivery of information to students can be face to face or via web 2.0 tools.

Seminar

Typically small groups of students learning through discussion or highly focused practical tasks

Workshop

Learning which is normally delivered via a practical activity in which students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding

Flipped learning

The conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

Practice Placement

A period of experiential learning with a SLT service provider supervised by a registered SLT. Students practise and develop clinical knowledge and skills through contact with SLT service users

Placement



A period of experiential learning in a setting such as a nursery, school, home for the elderly.
Work is supervised but not necessarily by a SLT

Simulated clinical sessions

Use of actor-facilitators to simulate clinical scenarios in which students can safely practise clinical skills

Case based learning

Students are presented with clinical data/case history information as a basis for exploring a specific topic or topics.

Tutorials

Small group or individual sessions facilitated by a tutor

Clinical Tutorials

Small group or individual sessions to support practice placement

Reflective diary

A personal record of experiences. A space in which the individual student can explore, critique and develop an understanding of their own experiences, skills and values

Independent study activities

Student led study tasks that use a range of resources including on-line study tools

Blended learning

Content and materials are part delivered through digital and online media; part delivered through face to face interaction

Directed learning

Lecturer guides student towards appropriate materials, study activities and reading, responsibility for acquisition and assimilation remains with the individual student



6.2 E-Learning

E-Learning is an important component of the SLT programme. The relationship with e-learning will differ depending on the pedagogy of the module however all module leads provide information and links to literature and other resources on the University's Learning Space. Many of the modules will utilise a blended learning approach in which e-learning activities support the face to face interaction and learning environment as well as providing the students with opportunities to further enhance and apply their knowledge. E-learning and digital literacy development is a core tenet of the learning experience; client video and audio data supports teaching and forms the basis for case-based learning.

The team have designed a number of innovative subject specific learning tools eg Webfon (anb online Phonetic Transcription tool) which support students' learning.

7. Modes of Assessment

Glossary of Assessment Modes

Aural exam

Phonetic transcription test. A transcription of speech data; may be live or from audio.

Case file

A detailed case report based on clinical data collected in the work placement. This will typically include an analysis of data collected by the student, hypothesis driven management plans and the evidence base for therapy

Clinical Exam

A vive voce examination carried out by means of film or with live clients or carers. It may also take the form of a OSCE (Objective structured clinical exam), which may involve the use of clinical simulations



Clinical Research Proposal

Student designs a clinical research project and submits outline to include literature review and methodology

Clinical Research Project

An extended project which may link to clinical placement experience

1. A single case study
2. An in-depth literature review
3. Innovation project
4. A quantitative or qualitative data project

Clinical scenario

Student is asked to consider clinical data and discuss client management

Essay

Pieces of original continuous writing that enable students to provide evidence of critical thinking, depth of learning and originality appropriate to the level of the student's study. Students will be expected to use an appropriate structure and to refer to appropriate sources

Exam

A seen or unseen set of questions answered under time constrained and test conditions. May be essay type answer, short answer, data analysis and interpretation or multiple-choice questions. Exams may be paper-based or through online exam papers.

Portfolio

Work assembled by the student over the course of the period of study to include professional portfolios and detailed reflective case reports

Poster presentation



A visual representation of data, critical review of literature or research findings (may be accompanied by a short verbal presentation)

Practice Placement Report

These reports consist of statements related to the clinical competencies which the student is expected to demonstrate in a particular placement

Practical skills test

Student is asked to perform short clinical task eg an oro-motor examination

Presentation

A talk or discursive interview on a specified topic, could be individual or group

Resource Creation

Student designs and produces a resource to be used with a specific client group (as described in the task brief)

8. Exemptions to University Regulations

In order to ensure students meet the core professional requirements this programme is subject to programme-specific regulations in addition to the generic university regulations. This is because each element is a core clinical competency in which the student must demonstrate a pass mark to be deemed fit for practice.

All modules are compulsory.

There is no module condonement on this programme. In order to successfully achieve the final award of BSc (Hons) Speech and Language Therapy all students must successfully complete all modules with a mark of no less than 40%.

In a number of core, professional modules students must achieve a pass mark of 40 for all assessment elements. This reflects the importance of core professional knowledge and skills and is in line with other BSc SLT programmes in the UK.

This rule applies to the following modules:

SLTC01, SLTD01, SLTH01 - All Professional Knowledge and Skills modules

SLTD02 Paediatric speech, language & communication disorders

SLTD03 Introduction to acquired neurogenic communication disorders

SLTD04 Clinical Linguistics and Phonetics

SLTH07 Advanced studies in paediatric speech, language & communication disorders

SLTH02 Clinical Aphasiology

SLTH03H Advanced Dysphagia

For these modules (only) a second resit of a failed component is permitted where the overall module mark is greater than 40. This is in addition to the one resit permitted by University regulations.

Students must pass the clinical placement component in each year in order to progress to the next level of study. Failed placements may not be trailed.

Students who fail the clinical placement in any year are permitted only one placement retrieval opportunity per module.



In order to be awarded a BSc Speech & Language Therapy (a protected degree title) the student must successfully complete and pass all clinical placement components. A student who fails a resit placement will not be permitted to continue on the BSc SLT route but will be supported to apply to transfer to an alternative, non-clinical programme.

Exit points: students who exit at the end of level 4 will be awarded the appropriate award under generic university regulations. Such an award is not an approved professional qualification and the student is **not** eligible to apply for HCPC registration as a SLT.

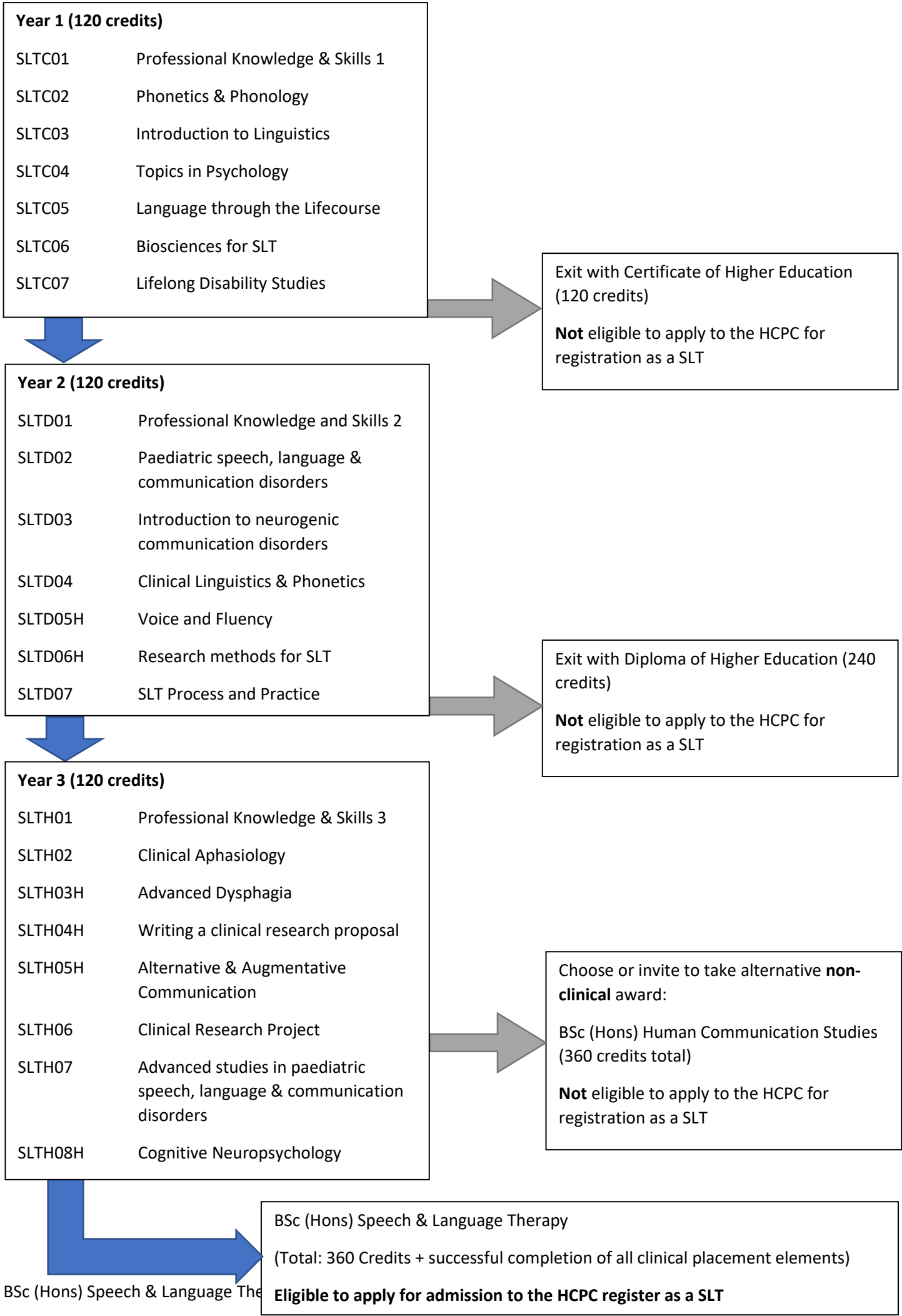
Students who exit at the end of level 5 will be awarded the appropriate award under generic university regulations. Such an award is not an approved professional qualification and the student is **not** eligible to apply for HCPC registration as a SLT.

At level 6, students who are not successful in the clinical components will be awarded an honours or non-honours degree under generic university regulations but **without** the professional qualification or eligibility to apply to the HCPC for state registration. The title of this degree is BSc Human Communication Disorders.

Diagram to illustrate the relationship between the BSc (Hons) Speech and Language Therapy and the non-clinical exit awards

Students must successfully complete all modules and pass all summative practice placements (in modules SLTC01, SLTD01, SLTH01) in order to be awarded a BSc Speech & Language Therapy.

Where a student does not pass the practice placement element but achieves 360 credits they can be awarded the non-clinical BSc (Hons) Human Communication Studies degree





The BSc (Hons) Speech & Language Therapy programme is the approved route leading to eligibility to apply for registration with the HCPC as a speech & language therapist.

Attendance

Attendance is expected at all timetabled sessions.

Attendance on Practice Placement must be 100% as reported by the Placement Educator. Where a student misses placement sessions they will be required to compensate through further sessions arranged with the placement provider. The 'Extenuating circumstances' procedure must be used when a student has to withdraw from placement due to illness or personal circumstances.

9. Work-Based Learning / Placement Learning

Placement experience is integral to the programme and takes place in each academic year as part of the modules entitled 'Professional Knowledge and Skills'. These modules include professional development and clinical skills to support placement learning.

Where a placement is formally assessed it is done on a pass/fail basis using a set of core competencies which map on to the HCPC Standards of Proficiency.

Placement learning enables students to integrate theory and practice in the demonstration of evidence-based practice.

All students must undertake a minimum of 150 sessions (1 session = 3.5 hours) of practice placement; of which at least 100 sessions must be directly supervised by a qualified SLT. Of



these placement hours, at least 30 sessions must be with paediatric and 30 with adult client groups (RCSLT Curriculum Content Guidelines 2010).

Placement learning environments opportunities may include a wide range of settings. Opportunities will be provided by the NHS, Education, Private, Voluntary and Independent SLT providers and the onsite university SLT clinics and may include:

1. Children's services: including schools, health clinics, nurseries, child development centres, special schools, specialist units, and community projects.
2. Adult services: acute hospital settings, day hospitals, domiciliary care, community reablement, early discharge services, rehabilitation units.
3. Learning disability services: special schools, community facilities; work settings and residential settings

Alongside this students are encouraged to participate voluntarily in schemes and opportunities which match their course aims and objectives eg the Marjon Memory Café.

Practice Placements on the Part-time Programme

Block placements are part of modules SLTC01, SLTD01, SLTH01 and can be undertaken on a part-time basis.

Year 2: the block placement would be undertaken part-time across 6 weeks (2 days a week)

Year 4: the block placement would be undertaken part-time across 8 weeks (2 days a week)

Year 6: the block placement would be undertaken part-time across 14 weeks (2 days a week)

There are also short, concurrent 1 day a week placements in years 2, 4 and 6 of the part-time programme.

10. Programme Structure

	Module Code	Module Title	Credits	Assessment			Semester [^]	C/O*	Non- condonable#
				%age Course work	%age Exam	%age Practical			
Level 4	SLTC01	Professional Knowledge and Skills 1	20		100	P/F	X	C	√
	SLTC02	Phonetics & Phonology	20		100		X	C	√
	SLTC03	Introduction to Linguistics	20		100		X	C	√
	SLTC04	Topics in Psychology	20	100			A	C	√
	SLTC05H	Language through the Life Course	10	100			A	C	√
	SLTC06	Bioscience for SLT	20		100		X	C	√
	SLTC07H	Lifelong Disability Studies	10	100			B	C	√
Level 5	SLTD01	Professional Knowledge and Skills 2	20	50	50	P/F	X	C	√
	SLTD02	Paediatric Speech, Language & Communication Disorders	20	40	60		X	C	√
	SLTD03	Introduction to Acquired Neurogenic Communication Disorders	20	100			X	C	√
	SLTD04	Clinical Linguistics and Phonetics	20		100		A	C	√
	SLTD05H	Voice and Fluency	10		100		A	C	√
	SLTD06H	Research Methods in Speech and Language Therapy	10		100		B	C	√
	SLTD07	Speech & Language Therapy: Process and Practice	20	100			B	C	√
L	SLTH01	Professional Knowledge and Skills 3	20	40	60	P/F	X	C	√
	SLTH02	Clinical Aphasiology	20	30	70		A	C	√
	SLTH03H	Advanced Dysphagia	10	100			A	C	√
	SLTH04H	Writing a Clinical Research Proposal	10	100			A	C	√
	SLTH05H	Augmentative and Alternative Communication	10	100			A	C	√
	SLTH06	Clinical Research Project	20	100			B	C	√

SLTH07	Advanced Studies in Paediatric Speech, Language & Communication Disorders	20	100			B	C	√
SLTH08H	Cognitive Neuropsychology	10		100		B	C	√

Part-time route

The part-time route through the BSc SLT Programme is 6 years long. Students will study 60 credits in each year.

The following diagram illustrates the 6 year part-time route, with each different colour depicting a separate year of study.

	Module Code	Module Title	Credits	Assessment			Semester [^]	C/O*	Non-condonable#
				%age Course work	%age Exam	%age Practical			
Level 4	SLTC02	Phonetics & Phonology	20		100		X	C	√
	SLTC03	Introduction to Linguistics	20		100		X	C	√
	SLTC04	Topics in Psychology	20	100			A	C	√
	SLTC01	Professional Knowledge & Skills 1	20		100	P/F	X	C	√
	SLTC05H	Language through the Lifecourse	10	100			A	C	√
	SLTC06	Bioscience for SLT	20		100		X	C	√
	SLTC07H	Lifelong Disability Studies	10	100			B	C	√
Level 5	SLTD02	Paediatric Speech, Language & Communication Disorders	20	40	60		X	C	√
	SLTD04	Clinical Linguistics & Phonetics	20		100		A	C	√
	SLTD07	Speech & Language Therapy: Process and Practice	20	100			B	C	√
	SLTD01	Professional Knowledge & Skills 2	20	50	50	P/F	X	C	√
	SLTD03	Introduction to Acquired Neurogenic Communication Disorders	20	100			X	C	√
	SLTD05H	Voice & Fluency	10		100		A	C	√
	SLTD06H	Research Methods in Speech and Language Therapy	10		100		B	C	√
	SLTH02	Clinical Aphasiology	20	30	70		A	C	√
	SLTH05H	Alternative and augmentative communication	10	100			A	C	√

SLTH07	Advanced Studies in Paediatric Speech, Language & Communication Disorders	20	100			B	C	√
SLTH08H	Cognitive Neuropsychology	10		100		B	C	√
SLTH01	Professional Knowledge & Skills 3	20	40	60	P/F	X	C	√
SLTH03H	Advanced dysphagia	10	100			A	C	√
SLTH04H	Writing a clinical research proposal	10	100			A	C	√
SLTH06	Clinical Research Project	20	100			B	C	√

Key:

^ For modules delivered by semester:

- A, B = Semester A or B
- X = modules delivered across Semesters A and B

* C = compulsory; O = optional

A √ indicates that the module is non-condonable on this programme.

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

Health & Care Professions Council (HCPC)

Royal College of Speech & Language Therapists (RCSLT)

12. Professional Advisory Group

Southwest Region SLT Clinical and Professional Leads Group Professional Advisors in Clinical Education Group



Both of these groups comprise senior SLT clinical colleagues who provide the practice placement learning for the BSc SLT students.

The Regional Leads group comprises the future regional employers of BSc SLT graduates.

Service user input to the curriculum is sought through conversations with Connect trainers; clients who use the University SLT clinics and service users who input into recruitment activities and teaching sessions.

13. Academic Progression Opportunities

Post-graduate study e.g. the University's MRes Communication Disorders

14. Employability and Career Progression Opportunities

The majority of BSc SLT students quickly secure clinical posts working as SLTs with the NHS; Education; Private; Voluntary or Independent sector providers.

New graduates are typically employed at a Band 5, progressing to Band 6 and beyond over time. There are opportunities for qualified SLTs to work internationally; to engage with clinical research; develop management skills; and develop academic careers.

Marjon SLT graduates are very attractive to future employers as they can graduate with 'work ready' competence in the management of eating, drinking and swallowing difficulties.



15. Support for Students and for Student Learning

The programme team and University recognise the value of working with a student holistically. Students are well-supported throughout their studies here at Marjon through a range of services at both the programme and institutional level. Consequently the student support team, alongside the programme team, offer the students a wide range of services and guidance to support them through their studies.

At programme level, all students are allocated a Personal Development Tutor (PDT) for the duration of their studies. PDTs will meet with their personal tutees on a regular and individual basis to offer both pastoral and academic support. Students are encouraged to request a tutorial whenever they wish.

There are named module leads, academic and professional tutors for each year and open access to the programme lead:

- Module leads offer guided academic support on specific curriculum content
- Academic year leads organise regular Staff Student Liaison Committee meetings to receive and discuss student feedback
- The professional tutors specifically support students through the practice placement element of the programme. Students are encouraged to arrange tutorials to discuss any aspect of placement learning

While on clinical placement all students are supervised and supported by a named placement educator (a practising SLT).

At an institutional level students will be able to access the comprehensive and confidential services provided by the Student Support team, as well as services provided by the library, media and IT, and the Chaplaincy teams. The Marjon Student Union also provides support to students on a range of issues.



Information on Marjon support services is described in detail in the SLT Programme Handbook and on Learning Space.

16. Student Feedback Mechanisms

Students have a number of opportunities to feedback to the programme team and institution about their experiences.

Mechanisms used:

- Halfway and end of semester module evaluation
- National Student Survey
- Clinical Placement feedback questionnaires (information from these is collated and sent to placement providers)
- Regular Staff Student Liaison Committee meetings
- Student Experience Council
- Discussion with personal development tutor or programme lead
- Informal feedback discussions during taught sessions

17. Other Stakeholder Feedback

Stakeholder feedback is sought through:

- Southwest Region SLT Clinical and Professional Leads Group
- Professional Advisors in Clinical Education Group
- Service user involvement in the programme



18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University regulations and procedures.

Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs).

Programmes are reviewed annually through annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms.

Quality Indicators:

- HCPC Approval event
- HCPC Annual Monitoring
- RCSLT Accreditation
- External Examiner reports

Learning Outcomes Mapping Matrix template

Mod code	Knowledge & understanding						Intellectual skills				Practical Skills									Transferable/key skills					
	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6
SLTC01	X		X						X			X	X		X	X	X	X	X	X	X	X	X	X	X
SLTC02	X								X																
SLTC03	X								X																
SLTC04			X					X	X											X			X		
SLTC05H	X				X			X	X	X													X		
SLTC06		X						X	X																
SLTC07H			X	X				X	X	X										X					
SLTD01							X	X	X	X	X	X			X	X	X	X	X	X	X			X	X
SLTD02	X			X	X			X	X	X		X								X	X	X	X		
SLTD03		X		X				X	X	X										X	X		X		
SLTD04	X								X	X		X													
SLTD05H		X						X	X	X											X		X		
SLTD06H						X	X	X	X													X	X		X
SLTD07			X					X	X	X				X		X		X	X	X	X	X	X	X	
SLTH01							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
SLTH02		X		X				X	X	X										X	X		X		X
SLTH03H		X		X				X	X	X					X			X	X						
SLTH04H						X	X	X	X											X			X		X
SLTH05H	X		X	X	X			X	X	X				X			X			X					X
SLTH06						X	X	X	X		X			X						X		X	X		X
SLTH07				X	X			X	X	X		X								X	X		X		X
SLTH08H		X	X	X				X	X	X										X			X	X	

Modules mapped to the Programme Outcomes based on the Professional Requirements for Registrant Speech and Language Therapists (HCPC Standards of Proficiency (see page 6 and key below)

Standard of Proficiency number

Mod code	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SLTC01		X			X	X	X	X	X	X	X		X	X
SLTC02											X	X		
SLTC03											X	X		
SLTC04											X	X		
SLTC05H					X			X			X	X		
SLTC06											X	X		
SLTC07H	X				X			X			X	X		X
SLTD01	X	X	X	X	X	X	X	X	X	X	X		X	X
SLTD02	X			X	X		X				X	X		X
SLTD03	X			X	X		X				X	X		X
SLTD04				X							X	X		
SLTD05H	X			X	X						X	X		X
SLTD06H								X			X	X		
SLTD07	X	X	X	X	X	X	X	X	X		X	X	X	X
SLTH01	X	X	X	X	X	X	X	X	X	X	X		X	X
SLTH02	X			X	X		X	X			X	X		X
SLTH03H	X			X				X	X	X	X	X	X	X
SLTH04H	X			X							X	X		
SLTH05H	X			X	X			X			X	X		X
SLTH06	X			X				X		X	X	X		
SLTH07	X			X	X			X			X	X		X
SLTH08H	X			X						X		X		X

Key:

Professional Requirements for Registrant Speech and Language Therapists (HCPC Standards of Proficiency)

Registrant speech and language therapists must:

- be able to practise safely and effectively within their scope of practice
- be able to practise within the legal and ethical boundaries of their profession
- be able to maintain fitness to practise
- be able to practise as an autonomous professional, exercising their own professional judgement
- be aware of the impact of culture, equality and diversity on practice
- be able to practise in a non-discriminatory manner
- understand the importance of and be able to maintain confidentiality
- be able to communicate effectively
- be able to work appropriately with others
- be able to maintain records appropriately
- be able to assure the quality of their practice
- understand the key concepts of the knowledge base relevant to their profession
- be able to draw on appropriate knowledge and skills to inform practice
- understand the need to establish and maintain a safe practice environment