



## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	BSc (Hons)
<b>1.5 FHEQ Level:</b>	4, 5 and 6
<b>1.6 Programme Title:</b>	Speech & Language Therapy
<b>1.7 Mode and Duration of Study:</b>	Full Time – 3 years Part Time – up to 6 years
<b>1.8 School:</b>	Health & Wellbeing
<b>1.9 HECoS Code:</b>	100255
<b>1.10 Collaborative Provision Arrangement:</b>	None
<b>1.11 UCAS Code(s):</b>	B620
<b>1.12 Admission Criteria:</b>	<p>View full entry requirements here: <a href="http://www.marjon.ac.uk/courses/speech-and-language-therapy/">www.marjon.ac.uk/courses/speech-and-language-therapy/</a></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 8 with no element below 7.5 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>Enhanced 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> <p>Health and Care Professions Council (HCPC)</p>
<b>1.13 Accrediting Professional Body/ PSRB:</b>	Royal College of Speech & Language Therapists
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Healthcare Programmes: Speech & Language Therapy

**1.15 Other External Points of Reference:**

Standards of Proficiency: Speech and Language Therapy Health and Care Professions Council (2023)

Royal College of Speech and Language Therapists; National Curriculum Guidance

NHS England

The Professional Advisors in Clinical Education Group (PACE)

The Committee of Representative of Education of Speech and Language Therapists (CREST)

Framework for Higher Education Qualifications(FHEQ)

English

**1.16 Language of Study (for learning, teaching and assessment):**

**1.17 Work-Based Learning Arrangements:**

150 sessions of Practice Practice –supported by Southwest region SLT providers

Placement based learning opportunities may include:-

Nursery school placement

Mealtime experience placement

Conversation Partner Scheme

Children’s services: including schools, health clinics, nurseries, child development centres, projects.

Adult services: acute hospital settings, day hospitals, domiciliary care, community reablement, rehabilitation units.

Learning disability: special schools, community facilities, work places.

**1.18 Foundation Degree Progression Routes:**

**1.19 Arrangements for Distance Learning:**

N/A

**1.20 Original Date of Production:**

November 2017

**1.21 Date of Commencement:**

September 2018

**1.22 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 range of on-site clinic facilities, a speech lab, a dysphagia kitchen, departmental offices and spaces in which staff and students can meet and work.

The programme has offered students the opportunity to graduate clinically competent in the management of dysphagia since 2009, a feature that has been highly valued by students and employers. In line with the new RCSLT Eating, Drinking and Swallowing competencies for pre-registration education and training of SLTs, we will continue to do so, building on our experience and expertise in this area.

Our busy on-site clinic offers SLT services to children and adults and placement opportunities for our students with a dedicated team of clinicians/practice educators. Services are provided at the university and in the local community as required. We have a suite of rooms on site for outpatient appointments including an observation room with high quality recording equipment and we visit people in schools, nurseries and other locations off-site.

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).

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. Look after their own health and wellbeing, seeking appropriate support where necessary
4. Practise as an autonomous professional, exercising their own professional judgement
5. Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner

6. Understand the importance of and maintain confidentiality
7. Communicate effectively
8. Work appropriately with others
9. Maintain records appropriately
10. Reflect on and review practice
11. Assure the quality of their practice
12. Understand and apply the key concepts of the knowledge base relevant to their profession
13. Draw on appropriate knowledge and skills to inform practice
14. Establish and maintain a safe practice environment
15. Promote and prevent ill health

(HCPC Standards of Proficiency: Speech and language therapists 2023)

### **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 be able to demonstrate:

7. The ability to critically evaluate evidence base practice; apply theories of evidence based practice; evaluate practice systematically and take part in audit procedures
8. The ability to critically evaluate, synthesise and present information from a range of sources
9. The ability to critically evaluate theory, published research, clinical and theoretical data
10. 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 be able to demonstrate:

11. 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
12. The ability to employ professionally competent skills in phonetic transcription, phonological analysis and grammatical analysis of speech and language data
13. The ability to maintain comprehensive clinical records appropriately
14. The ability to plan appropriate, evidence based therapy sessions, devising goals in

- collaboration with clients
15. The ability to devise and produce appropriate clinical resources to meet the needs of specific clients and client groups
  16. The ability to operate within the legal and ethical boundaries of the profession
  17. The ability to evaluate the limits of their practice, when it is appropriate to seek advice and make referrals to health and other agencies
  18. The ability to exercise a professional duty of care, maintain confidentiality and obtain informed consent
  19. 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 be able to demonstrate:

20. The ability to communicate in written and spoken English to a high standard
21. The ability to adapt their own communication style appropriately to a range of clients, carers and professional groups
22. 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
23. The ability to synthesise information for client case notes, audit, research and presentation of information employing appropriate ICT tools and resources
24. 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
25. The ability to apply problem-solving skills: be able to frame and analyse a problem using a range of techniques.
26. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
27. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
28. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

## **6. Learning and Teaching Methods**

<b>Method</b>	<b>Description</b>
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

## 6.1 Learning Enhancement

## 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 virtual learning environment. 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 (an online Phonetic Transcription tool) which support students' learning.

## 7. Modes of Assessment

Method	Description
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 <sup>[1][2]</sup> <sub>[SEP]</sub>
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 <ol style="list-style-type: none"> <li>1. A single case study</li> <li>2. An in-depth literature review</li> <li>3. Innovation project</li> <li>4. A quantitative or qualitative data project</li> </ol>
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 <sup>[1][2]</sup> <sub>[SEP]</sub>
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 on line 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 <sup>[1][2]</sup> <sub>[SEP]</sub>
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
  - SLTC02 Phonetics and Phonology
  - 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.
- Students are not permitted to trail failed work, or deferred work, into the next progression year. Any deferred or resit work must be submitted in a gap year with or without attendance as agreed at the PAB. If it is a placement or clinical hours, the student would be changed to part-time study mode for the duration of the placement or clinical hours with attendance so that they are registered for insurance purposes and compliance clearance.
- A student with Extenuating Circumstances will be allowed to re-sit one assessment following the re-sit board and before the Semester C board, for one module only, subject to passing all other elements of assessment across the stage of the programme.
- 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.

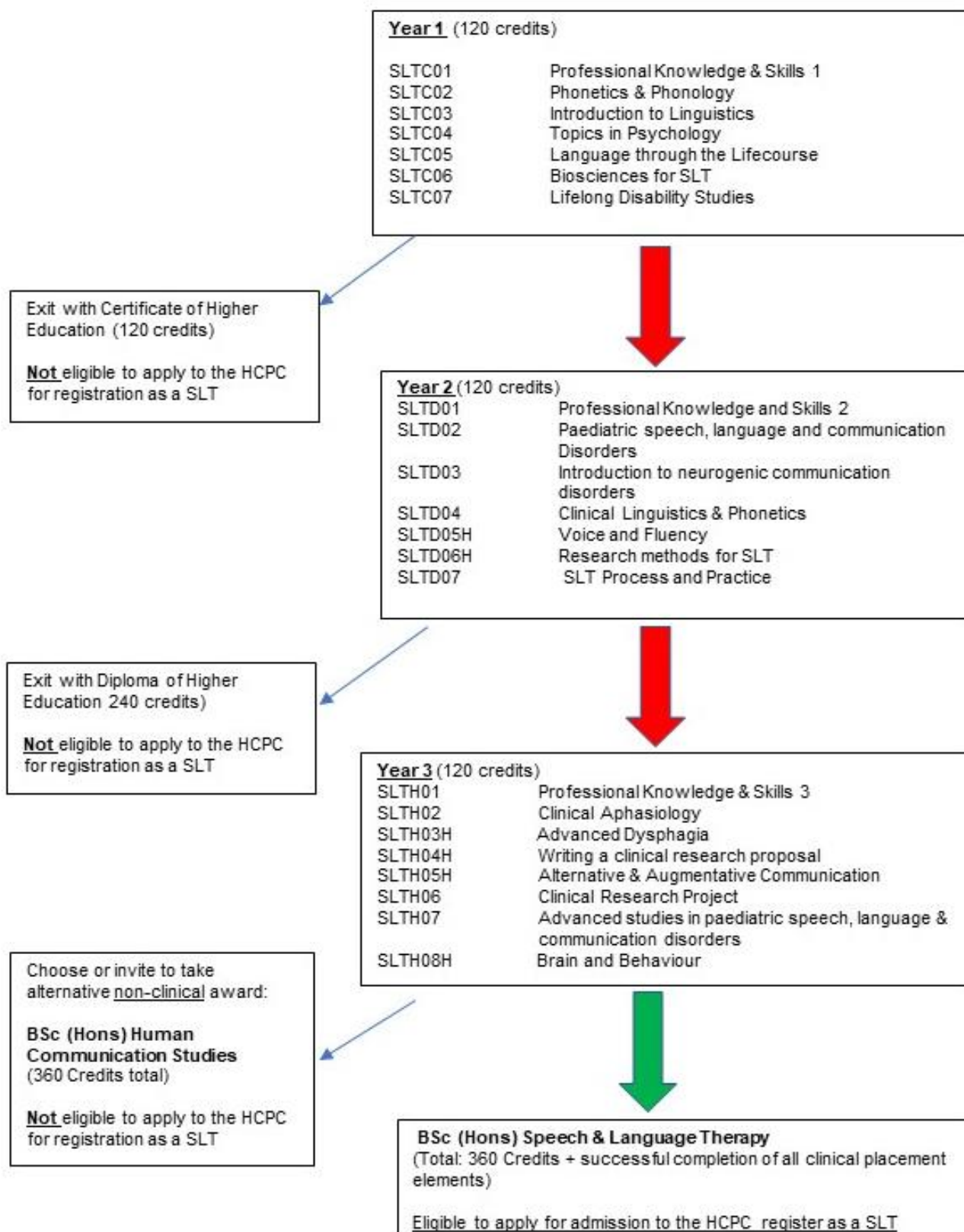
Students who exit at the end of level 5 will be awarded the appropriate award under generic university regulations. Such an award is not an approved professional qualification and the student is not eligible to apply for HCPC registration as a SLT.

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 Studies.

**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 = 3.75 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 Guidance, 2021).

Placement learning 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.

### 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 could be undertaken part-time across a maximum of 6 weeks (a minimum of 2 days per week)

Year 4: the block placement could be undertaken part-time across a maximum of 8 weeks (a minimum of 2 days per week)

Year 6: the block placement could be undertaken part-time across a maximum of 14 weeks (a minimum of 2 days per 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

### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SLTC01</a>	Professional Knowledge and Skills 1	20	50% Coursework 50% Exam	Semester X	Compulsory	Non- Condonable
<a href="#">SLTC02</a>	Phonetics & Phonology	20	100% Exam	Semester X	Compulsory	Non- Condonable
<a href="#">SLTC03</a>	Introduction to Linguistics	20	100% Exam	Semester X	Compulsory	Non- Condonable
<a href="#">SLTC04</a>	Topics in Psychology	20	100% Coursework	Semester A	Compulsory	Non- Condonable
<a href="#">SLTC05H</a>	Language through the Life Course	10	100% Coursework	Semester A	Compulsory	Non- Condonable
<a href="#">SLTC06</a>	Bioscience for SLT	20	100% Exam	Semester X	Compulsory	Non- Condonable
<a href="#">SLTC07H</a>	Lifelong Disability Studies	10	100% Coursework	Semester B	Compulsory	Non- Condonable

#### Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SLTD01</a>	Professional Knowledge and Skills 2	20	50% Coursework 50% Exam	Semester X	Compulsory	Non- Condonable
<a href="#">SLTD02</a>	Paediatric Speech, Language & Communication Disorders	20	40% Coursework 60% Exam	Semester X	Compulsory	Non- Condonable
<a href="#">SLTD03</a>	Introduction to Acquired Neurogenic Communication Disorders	20	100% Coursework	Semester X	Compulsory	Non- Condonable
<a href="#">SLTD04</a>	Clinical Linguistics and Phonetics	20	100% Exam	Semester A	Compulsory	Non- Condonable

<a href="#">SLTD05H</a>	Voice and Stammering	10	100% Coursework	Semester A	Compulsory	Non-Condonable
<a href="#">SLTD06H</a>	Research Methods in Speech and Language Therapy	10	100% Coursework	Semester B	Compulsory	Non-Condonable
<a href="#">SLTD07</a>	Speech & Language Therapy: Process and Practice	20	100% Coursework	Semester B	Compulsory	Non-Condonable

## Level 6

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
<a href="#">SLTH01</a>	Professional Knowledge and Skills 3	20	40% Coursework 60% Exam	Semester X	Compulsory	Non-Condonable
<a href="#">SLTH02</a>	Clinical Aphasiology	20	30% Coursework 70% Exam	Semester A	Compulsory	Non-Condonable
<a href="#">SLTH03H</a>	Advanced Dysphagia	10	100% Coursework	Semester A	Compulsory	Non-Condonable
<a href="#">SLTH04H</a>	Writing a Clinical Research Proposal	10	100% Coursework	Semester A	Compulsory	Non-Condonable
<a href="#">SLTH05H</a>	Augmentative and Alternative Communication	10	100% Coursework	Semester A	Compulsory	Non-Condonable
<a href="#">SLTH06</a>	Clinical Research Project	20	100% Coursework	Semester B	Compulsory	Non-Condonable
<a href="#">SLTH07</a>	Advanced Studies in Paediatric Speech, Language & Communication Disorders	20	100% Coursework	Semester B	Compulsory	Non-Condonable
<a href="#">SLTH08H</a>	Brain and Behaviour	10	100% Coursework	Semester B	Compulsory	Non-Condonable

Key: Semester X = A & B

## Part Time

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.

### Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SLTC02	Phonetics & Phonology	20	100% Exam	Semester X	Compulsory	Non- Condonable
SLTC03	Introduction to Linguistics	20	100% Exam	Semester X	Compulsory	Non- Condonable
SLTC04	Topics in Psychology	20	100% Coursework	Semester A	Compulsory	Non- Condonable

### Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SLTC01	Professional Knowledge & Skills 1	20	50% Coursework 50% Exam	Semester X	Compulsory	Non- Condonable
SLTC05H	Language through the Lifecourse	10	100% Coursework	Semester A	Compulsory	Non- Condonable
SLTC06	Bioscience for SLT	20	100% Exam	Semester X	Compulsory	Non- Condonable
SLTC07H	Lifelong Disability Studies	10	100% Coursework	Semester B	Compulsory	Non- Condonable

### Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SLTD02	Paediatric Speech, Language & Communication Disorders	20	40% Coursework 60% Exam	Semester X	Compulsory	Non- Condonable
SLTD04	Clinical Linguistics & Phonetics	20	100% Exam	Semester A	Compulsory	Non- Condonable
SLTD07	Speech & Language	20	100% Coursework	Semester B	Compulsory	Non- Condonable



	Therapy: Process and Practice					
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#### Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SLTD01	Professional Knowledge & Skills 2	20	50% Coursework 50% Exam	Semester X	Compulsory	Non- Condonable
SLTD03	Introduction to Acquired Neurogenic Communication Disorders	20	100% Coursework	Semester X	Compulsory	Non- Condonable
SLTD05H	Voice and Stammering	10	100% Coursework	Semester A	Compulsory	Non- Condonable
SLTD06H	Research Methods in Speech and Language Therapy	10	100% Coursework	Semester B	Compulsory	Non- Condonable

#### Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SLTH02	Clinical Aphasiology	20	30% Coursework 70% Exam	Semester A	Compulsory	Non- Condonable
SLTH05H	Alternative and augmentative communication	10	100% Coursework	Semester A	Compulsory	Non- Condonable
SLTH07	Advanced Studies in Paediatric Speech, Language & Communication Disorders	20	100% Coursework	Semester B	Compulsory	Non- Condonable
SLTH08H	Brain and Behaviour	10	100% Coursework	Semester B	Compulsory	Non- Condonable

## Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SLTH01	Professional Knowledge & Skills 3	20	40% Coursework 60% Exam	Semester X	Compulsory	Non- Condonable
SLTH03H	Advanced dysphagia	10	100% Coursework	Semester A	Compulsory	Non- Condonable
SLTH04H	Writing a clinical research proposal	10	100% Coursework	Semester A	Compulsory	Non- Condonable
SLTH06	Clinical Research Project	20	100% Coursework	Semester B	Compulsory	Non- Condonable

Key: Semester X = A & B

### 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.

## 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 Wellbeing and 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 Programme Voice 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 Wellbeing and 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 the virtual learning environment.

## 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 Programme Voice Panel meetings
- Student Experience Council
- Discussion with personal development tutor or programme lead <sup>[1]</sup><sub>[SEP]</sub>
- 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: <sup>[11]</sup><sub>[SEP]</sub>

- HCPC Approval event
- HCPC Annual Monitoring <sup>[11]</sup><sub>[SEP]</sub>
- RCSLT Accreditation
- External Examiner reports

