Programme Specification

Queen Margaret University

EDINBURGH

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1	**Awarding Institution**	Queen Margaret University
2	**Teaching Institution**	Speech and Hearing Sciences, School of Health Sciences
3	**Professional body accreditation**	Queen Margaret University / RCSLT / HCPC
4	**Final Award** **Subsidiary exit awards**	BSc Hons Speech and Language Therapy
5	**Programme Title**	Speech and Language Therapy
6	**UCAS code** (or other coding system if relevant)	B630 BSc / SLT
7	**SCQF Level**	10
8	**Mode of delivery and duration**	Full time, 4 years
9	**Date of validation/review**	May 2013

10	**Educational Aims of the programme**

Speech and language therapists are responsible for diagnosing and treating people of all ages who have difficulties in communicating. This is a modular course, with two semesters in each year. A wide range of teaching and assessment methods is used and theoretical knowledge is integrated and applied through regular placements. In Year One, placements within nurseries, schools and day-care facilities for older people develop awareness of normal life-cycle changes. In later years there are weekly placements in a range of clinical settings, supplemented by a 3-4 week block placement between Years Two and Three.

The BSc Honours Degree in Speech and Language Therapy was last accredited by the Royal College of Speech and Language Therapists (RCSLT) and the Health Professions Council (HPC) in 2009 and validated by Queen Margaret University (QMU) in June 2009. Students follow a 4-year programme, and on successful completion are eligible to apply for State Registration and to enter professional practice as Speech and Language Therapists.

The aims of the degree programme therefore focus on the integrated development of academic, practical and professional knowledge, understanding and skills. The programme aims to facilitate the development of transferrable and intellectual skills, such as critical, evaluative thinking, problem solving, clarity of oral and written communication, abilities in literature searching and understanding of research methodology and statistics. These are developed in the context of the knowledge and skills base specific to the profession and discipline of Speech and Language Therapy, the related disciplines of Linguistics, Phonetics, Psychology, and Biological and Medical Sciences, and health and educational policy and practices, including collaborative working.

The programme aims to foster in students:
- intellectual and transferrable skills commensurate with the award of an Honours degree at SCQF level 10;
- personal and professional skills which fit them for practice in a healthcare profession and for effective collaborative working in educational contexts;
- specific knowledge, understanding and skills which fit them for effective, reflective clinical practice to secure, maintain or improve the health and well-being of people with a range of communication and swallowing disorders;
- motivation and ability to engage in continuing professional development and life-long learning.

11	Benchmark statements/professional and statutory body requirements covered by the programme

Speech and Language Therapy benchmark statements published by QAA; Standards of Proficiency for Speech and Language Therapists published by HCPC. These statements include expressions of professional/employment related abilities that graduates in speech and language therapy are expected to develop during their higher education and associated practice based experiences. These align with abilities expressed in the Scottish Credit Qualification Framework.

12	Learning Outcomes of the Programme

On successful completion of the BSc Hons Speech and Language Therapy programme, the student will be able to:

1. Demonstrate a detailed understanding of the theoretical knowledge and practical skills which underpin SLT practice, synthesising information from biomedical science, behavioural science, linguistics and speech and language therapy.
2. Use a range of specialist skills and techniques in order to gather and analyse all relevant information required for a detailed assessment of an individual's communicative, social and healthcare needs.
3. Demonstrate creativity and scientific rigour in formulating management plans; these should be informed by a critical understanding of the principles of clinical decision making and a detailed knowledge of the current evidence base.
4. Demonstrate a critical awareness of the roles, responsibilities and boundaries of all professionals, voluntary agencies and carers involved with clients/patients, in order to deliver expert SLT care within an interdisciplinary context.
5. Communicate with an extensive range of clients, professionals and others, using effective oral, written and nonverbal methods which take into account individual levels of knowledge and communicative abilities.
6. Systematically evaluate and reflect on effectiveness of professional practice, using an extensive range of qualitative and quantitative measures.
7. Systematically apply the principles of scientific enquiry to all aspects of SLT practice, and use these to contribute to the development of the profession.
8. Demonstrate initiative and autonomy in all aspects of professional practice, and critically reflect on self-management of work load and continuing professional development.
9. Understand the implications of current regulatory, healthcare, social and ethical frameworks for professional practice and apply this understanding to all aspects of client/patient care.

13	Teaching and learning methods and strategies

The programme presents a wide range of learning opportunities, with a strong focus on independent learning and problem solving. Teaching and learning approaches include lectures, laboratory sessions, practical classes, seminars, case-based discussions and tutorials as well as clinical placements and experience in educational and social-care settings.

14	Assessment strategies

A variety of assessment formats are used at each level of the programme. These include: unseen examinations; multiple choice examinations; case-based examinations; individual viva-voce examinations; reflective and investigative essays; case-based assignments including analysis and interpretation of clinical data; laboratory reports; poster presentations; written case reports; clinical placement grades and reports; clinical portfolio; and project dissertation.

15 Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The programme is divided into four levels. The curriculum has various components: Professional Practice, Disorders of Communication, Psychology and Sociology, Research Methods, Linguistics and Phonetics, Biological Sciences and Swallowing. Each component contains modules, each of which is credit-rated. A standard-size module is 10 credits and requires a notional 100 hours of work on the part of the student, including attendance at classes or placement. Total credits for the programme is 500.

An innovative feature is the extensive inter-professional learning that is contained within the first three years of the programme. Here students learn in groups with health professional students from medicine, nursing podiatry, occupational and physiotherapy, radiography, audiology and dietetics.

Level 1 Structure

Strand	Module	Semester 1 Credits	Semester 2 Credits	Total Credits
Professional Practice	IPE1: foundation skills for Health Professionals	10	10	40
	Professional Practice: foundations	10	10	
Linguistics	Linguistics for Speech & Language Therapy	15	15	30
Psychology	Methods of Psychological Enquiry		10	10
Biological and Medical Science	Introductory Physiology and Anatomy	10		20
	Neurobiological Foundations of Communication		10	
Linguistics, Psychology & Biol. Science	The Lifespan: typical development, variation and change	15	15	30
TOTAL		**60**	**70**	**130**

Level 2 Structure

Strand	Module	Semester 1 Credits	Semester 2 Credits	Total Credits
Professional Practice	Placements 1& 2	15		35
	IPE2: Professional roles and interprofessional team working	10	10	
Disorders of Communication	Developmental impairments of language and communication	10	15	45
	Specific speech impairment	10	10	
Linguistics	Phonetic sciences	10	10	20
Psychology	Cognitive psychology		10	10
Biological and Medical Science	Neurology	10		20
	Developmental and acquired dysphagia		10	
TOTAL		**65**	**65**	**130**

Level 3 Structure

Strand	Module	Semester 1 Credits	Semester 2 Credits	Total Credits
Professional Practice	Placement 3	10		40
	Placement 4		10	
	IPE3	10	10	
Disorders of Communication	Acquired language and neurogenic communication impairments	20		60
	Acquired speech impairment and voice disorder	20		
	Sensory, cognitive and physical impairment	20		
Linguistics	Applications of Linguistics	10		10
Research	Investigative Methods		10	10
TOTAL		**60**	**60**	**120**

Level 4 Structure

Strand	Module	Semester 1 Credits	Semester 2 Credits	Total Credits
Professional Practice	Placement 5	10		50
	Placement 6		10	
	Preparation for professional practice as a SLT		10	
	Professional practice in specialist areas	10	10	
Disorders of Communication: electives	3 elective modules		30	30
Research	Honours Project	40		40
TOTAL		**60**	**60**	**120**

Clinical Placement Sessions

Level 1

Module to which placement is attached (timing and type of placement)	Number of sessions	Number of hours
The Lifespan (Nursery School: 5 x half days November/December)	5	17.5
The Lifespan (Primary School: 4 x half days Feb/March)	4	14
The Lifespan (Elderly adult social care setting: 4 days March/April)	8	28

Level 2

Module to which placement is attached (timing and type of placement)	Number of sessions	Number of hours
Clinical placement 1 (Semester 1: one day per week)	20	70
Clinical Placement 2 (Summer block clinic placement:17 days)	34	119

Level 3

Module to which placement is attached (timing and type of placement)	Number of sessions	Number of hours
Clinical placement 3 (Semester 1: one day per week)	20	70
Clinical placement 4 (Semester 2: one day per week)	20	70

Level 4

Module to which placement is attached (timing and type of placement)	Number of sessions	Number of hours
Clinical placement 5 (Semester 1: one day per week)	20	70
Clinical placement 6 (Semester 2: one day per week)	20	70

TOTAL NUMBER OF SESSIONS: 151
TOTAL NUMBER OF HOURS: 528.5

Specific Professional Specifications

The programme meets the following RCSLT/HCPC requirements:
- the amount of clinical experience is a minimum of 150 sessions of which 100 should be under the direct supervision of a qualified speech and language therapist.
- for those whose first language is not English, to show evidence of IELTS (British Council English Language Testing Service) score of 7.5 with no individual element score of less than 7.
- satisfactory check through the Protecting Vulnerable Groups Scheme (or equivalent).

16	**Criteria for admission**

TYPICAL ENTRY:

Scottish Higher   BBBBB to AABBB (325 to 355 UCAS Tariff points)
A Level   AAB (340 UCAS Tariff points)
International Baccalaureate   32 points
IRISH LEAVING CERTIFICATE   355 UCAS Tariff points (AABBB)

SPECIAL: Mathematics plus English must be offered at S/Intermediate2/GCSE or beyond and Biology at this level is desirable. Preferred subjects at H/A/AS: Sciences; Languages (including English Language); Psychology.

ACCESS COURSES: We welcome applications from mature students who have completed a relevant Access course (e.g. Access to Healthcare). However, successful completion does not guarantee a place. Each application will be assessed on its individual merits.

Applications from international students are welcomed.

All applicants are advised to acquire a good understanding of the nature of Speech and Language

Therapy practice, and should have some experience of interacting or working with people with communication difficulties.

Candidates must satisfy the Protecting Vulnerable Groups Scheme (or equivalent)..

17	Support for students and their learning

Academic Tutoring System

On entry to the programme each student is allocated a Personal Academic Tutor. As far as possible, unless the student requests a change, the student will remain with this tutor throughout the programme. The Personal Academic Tutor is a student's first line of contact if he or she wishes to discuss any circumstances that could affect progress.

Personal tutors invite each tutee to attend an individual tutorial appointment at least once each Semester. On these occasions the student's academic and clinical progress is formally discussed and the student is given the opportunity to raise any matters of concern. Tutors are available for additional tutorial appointments on request.

Files containing a record of the student's academic and clinical grades and a brief record of each tutorial meeting are held by School Office for all students. Students can consult their files on request.

Programme Leader
The Programme Leader is responsible for the day-to-day running of the programme, and is able to advise on any aspect of programme delivery. Together with the personal academic tutors, she/he will be involved in decisions about special arrangements which might need to be put in place to address any personal circumstances affecting progress.

Module coordinators
Students are able to consult module coordinators / lecturers on an individual basis if they have concerns or queries about module content. Members of academic staff typically communicate routine information about modules via the Hub or by e-mail, and will be available for face-to-face contact as necessary.

School Administrators (Clinics)
Administrative support for clinical and other placements is provided by dedicated Administrators, and students should approach them in the first instance if they have any concerns/questions about timing, location or administration of placements and related assessments.

Clinical Placement Coordinator
If students have concerns about any difficulties they experience within a clinical placement setting they can consult with the Clinical Director either directly or via their personal academic tutor. The Clinical Director contacts supervising clinicians to discuss student-related issues where appropriate.

Placement Educators
Clinicians provide essential support for students' learning on placement. The Clinical Handbooks give clinicians contact information to enable them to discuss a student's progress with the Clinical Placement Coordinator or with the student's personal tutor. Clinicians are asked to contact the Clinical Placement Coordinator if they feel that a student is likely to fail a placement or achieve only a borderline pass. Placement educators are advised to make this contact as early as possible in the placement, so that additional support can be offered to the student.

Longitudinal induction programme
All students entering the programme attend induction sessions prior to the start of their first All students entering the programme go through an induction process on or soon after arrival. Induction introduces students to members of staff and provides contact information. Programme handbooks and other essential documents are distributed and explained. The Programme Leader organises a workshop session to help students to understand the organisation of the programme and the systems of support which are available to them within SHS, including the Library and IT services. The Level 1 Year Tutor meets with the students again towards the end of semester 1 to revisit some of the information given out at induction and to introduce new information on, for example, e-mail etiquette, learning style and other services available at QM such as counselling and effective learning service.

At other Levels welcome back meetings are organised at the beginning of the semester to provide an overview of the programme for that year, to update on any changes within the Division and to remind students about general academic principles and QMU procedures.

Academic Disabled Student Coordinator
A member of the programme team provides support to students with disabilities in conjunction with

Student Services.

Student Mentoring System
QMU has a university-wide mentoring project whereby new undergraduate students can be matched with trained students to help them settle into University life.

Feedback on academic work
The programme team and placement educators provide a range of feedback (verbal and written) to students. Feedback is viewed as an integral part of student development and learning. It informs students about the positive aspects of their work, explains any errors and omissions and indicates to the student how they could improve their performance in future. Students can request a meeting with a member of staff if they feel they need further explanation of feedback.

Senior Experimental Officer
A Senior Experimental Officer provides support to students during their laboratory practical work and other speech analysis work and ensures that all sound recording is carried out to a professional standard.

Statistical Support for Honours Year students
A member of SHS academic staff offers group and individual statistical advice and support to students undertaking their Honours Research Projects.

18	Quality assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: http://www.qmu.ac.uk/quality/