Prifysgol **Wrecsam**
Wrexham University

PROGRAMME SPECIFICATION

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Award titles
Programme Title(s)

BSc (Anrh)Therapi Lleferydd ac Iaith

BSc (Hons) Speech and Language Therapy

Internal Programme Title(s) (if different to the title on the certificate)
N/A

Programme to be included in Graduation Ceremonies
Yes

Delivery period
Sept 2022 – Sept 2026

Intake points
September

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University
Location of delivery
Plas Coch Campus. Placements across North Wales.
Faculty/Department
Faculty of Social and Life Science
Exit awards available
BSc (Hons) Speech and Language Therapy BSc (Ord) Human Communication Studies Dip HE Human Communication Studies Cert HE Human Communication Studies
Professional, Statutory or Regulatory Body (PSRB) accreditation
Upon completion of the full 360 credits and practice elements to obtain the BSc (Hons) Speech and Language Therapy, students will be able to apply for admission to the Health and Care Professions Council (HCPC) register. It is a legal requirement that anyone intending to practice using a title protected by the Health and Social Work Professions Order

Regulatory details
2001 is on the HCPC register. Please see the HCPC website for further information. www.hcpc-uk.org.
Students who do not complete the BSc (Hons) Speech and Language Therapy approved programme will not be eligible to apply to the HCPC register and cannot practice as a Speech and Language Therapist. Upon registration with the HCPC, graduates will also be eligible to apply for full membership with the Royal College of Speech and Language Therapists (RCSLT).
The programme is approved by the HCPC The programme is accredited by Royal College of Speech and Language Therapists (RCSLT)
This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.
Please add details of any conditions that may affect accreditation (e.g., is it dependent on choices made by a student?) *e.g., completion of placement.*
• On successful completion of the full 360 credits (120 per year) to obtain the BSc (Hons) Speech and Language Therapy, students will be eligible to apply for admission to the Health and Care Professions Council (HCPC) register. • All modules at one level must be passed for students to proceed to a higher level. • The degree classification is determined by either the average of Level 6 or the total of 30% of Level 5 average plus 70% of Level 6 average, whichever is higher. • To satisfy the requirements for the degree in Speech and Language Therapy with eligibility for registration with the HCPC, students must achieve the mandatory 150 sessions of practice education (1 session = 3.75 hours so a total of 562.5 hours) across the duration of their pre-registration training.
HECoS codes
(CAH02-06-01) Health sciences (non-specific) (CAH02-06) Allied health (100255) Speech and Language Therapy
UCAS code
SL22 – English Programme
Relevant QAA subject benchmark statement/s
QAA Benchmark Statement: Health Care Programmes (Speech and Language Therapy (2001) QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) **Other relevant documents:** HCPC Standards of Education and Training (2017) HCPC Standards of Conduct, Performance and Ethics (2016) HCPC Guidance on Conduct and Ethics for Students (2016) HCPC Standards of Proficiency – Speech and Language Therapists (2014) HCPC Standards of Continuing Professional Development (2018) Royal College of Speech and Language Therapists (RCSLT) Curriculum Framework for the Pre-registration Education of Speech and Language Therapists (2021) RCSLT Competencies in eating, drinking and swallowing for the pre-registration education and training of speech and language therapists (2021) RCSLT Supporting SLT's with disabilities in the workplace: A guide for all (2021) Welsh Government (2019). A Healthier Wales: Our Plan for Health and Social Care.

Regulatory details
Welsh Government (2018). Allied Health Professions Framework for Wales: Looking Forward Together. Welsh Government (2015). Wellbeing of Future Generations (Wales) Act. Guidance on the <u>Mutual Recognition Agreement</u> (in relation to geographic mobility of learners to and from UK)

Mode of study
Full time

Normal length of study for each mode of study
Three Years (maximum 5 years)

Language of study
English

Transitional arrangements for re-validated provision if applicable
N/A

The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others*)
Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	14th March 2022
Date of approval by Academic Board:	*31st August 2022*
Approved Validation Period:	*5 years*
Transitional arrangements approved (if revalidation)	*N/A*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)* *March 2024 – AM0 SLT604 to be delivered over Sem 1 & 2 from academic year 2024-25 onwards.*

Section 1 - Criteria for admission to the programme

1.1 Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. Admissions policies

The University's entry requirements are set out on our Admissions webpages. The essential requirement for the BSc (Hons) Speech and Language Therapy can be achieved via the following:

120 UCAS tariff points at GCE A Level or equivalent in relevant subject areas which cover science and arts.

120 tariff points can be achieved from:
- A Levels – any combination that totals 120 tariff points, for example grades BBB
- BTEC- any combination that totals 120, for example DDM from BTEC Extended Diploma
- Access to HE Diploma – any combination of Distinctions, Merits and Pass grades that totals 120

A minimum of 5 GCSEs (or equivalent), to include English/Welsh language, Maths and Science at grade C or above.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) as equivalent to the relevant UK entry qualification.

International students are required to provide an English Language Certificate which meets the requirements of the University *(please see English-language-requirements for details)*.

These criteria are intended as a general guide and all applications will be considered individually. Students achieving fewer than the standard 120 UCAS tariff points will have their applications reviewed with consideration given to prior learning, experience and engagement with relevant bodies and organisations in line with the University's widening participation philosophy.

1.2 Non-Standard entry criteria

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency. The HCPC Standards of Proficiency for SLTs for entry to the profession state that SLTs must: *'Be able to communicate in English to the standard equivalent to level 8 of the International English Language Testing System, with no element below 7.5' (*HCPC, 2014, p.9).

European students can provide this evidence in several ways (please see academic-entry-requirements for details), including IELTS.

Wrexham University encourages applicants with relevant experience in addition to non-traditional qualifications to apply. These applicants will be considered on an individual basis and may be asked to attend and interview with the admissions tutor(s).

1.3 Occupational Health Clearance

All successful applicants offered a place on the programme will be subject to satisfactory occupational health clearance. This also includes a requirement for relevant immunisations prior to first clinical placement. This is carried out by an occupational health provider through a service level agreement between the university and provider.

1.4 Desirable Requirements

It is desirable that a full UK driving licence and use of car is in place, as this will maximise practice placement opportunities throughout the duration of the programme. This fits with local need in terms of the rural and community settings across North Wales.

1.5 Recruitment Process

All applications are via the UCAS system. Potential students can receive pre-application information from the Wrexham University website, open events, short courses and specific events for potential students wishing to study Speech and Language Therapy. The admissions tutor also visits various local further education colleges to promote the programme.

Recruitment will adhere to the University Admissions Policy. Applicants will be shortlisted using short listing criteria including consideration of UCAS reference. All shortlisted applicants will be required to provide an additional reference (source of reference specified at short listing stage) and attend a values-based interview session which may be online or face to face and will comprise of:

1. Group activity/discussion
2. Individual interview with tutor, clinician and service user

Two references from different sources (original UCAS application reference, and an additional reference collected during the application process which may be academic, character or managerial dependant on type of original UCAS reference).

Interviews will take place in collaboration with other Allied Health Profession interviews where possible, therefore delivering best values and practice across the professions.

The interview and group discussion will be based upon values-based recruitment rationale (Health Education England 2016). To assure alignment with health and local authority best practice for interviews, all those attending interview will be asked the same questions. All answers will be scored based on pre-set criteria.

Those with the highest scores will be offered a conditional place. Conditions depend upon applicant status with regards to pending academic qualifications but will include DBS and Occupational Health clearance. All conditions must be met prior to commencement on the programme.

1.6 Funding opportunities

In November 2019, the NHS Wales Bursary was extended until 2022/23. This NHS bursary is for all UK-resident students studying an eligible healthcare course in Wales - which this programme is. Students offered a Health Education and Improvement Wales (HEIW) commissioned place on the programme can apply for the NHS Wales Bursary. To get the bursary, you must commit to working with NHS Wales for two years after completing your programme.

For further information - https://nwssp.nhs.wales/ourservices/student-awards-services/

Students offered a non-commissioned Health Education and Improvement Wales (HEIW) place on the programme may be eligible for other means of funding support to help to pay tuition fees and living costs through loans and grants.

For further information - https://glyndwr.ac.uk/fees-and-funding/undergraduate-funding/

Section 2 - Record of Prior (Experiential) learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Due to the diverse nature of programme structures for speech and language therapy courses, RPL/RPEL will be considered on a case-by-case basis, with reference to the University RPL policy and will require the student to map knowledge and skills across modules to demonstrate sufficient parity to progress.

RPL is considered from applicants from another HCPC approved Speech and Language Therapy programme elsewhere in the UK.

RPL may also be considered from applicants who have successfully completed appropriate overseas Speech and Language Therapy qualification, from countries which have a Mutual Recognition of Credentials Agreement with the RCSLT.

Section 3 - DBS Requirements

All applicants successful in being offered a place on the programmes will be subject to an enhanced DBS disclosure clearance undertaken by Wrexham University. Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme.

The HCPC Standards of Education and Training (2017) state that admissions for programmes leading to eligibility to apply for registration must apply selection and entry criteria that includes:
a) criminal convictions checks: speech and language therapy learners will have substantial and/or unsupervised access to children and vulnerable adults and are required to have an enhanced disclosure and barring service check before being eligible to proceed onto a speech and language therapy programme.

The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. If, because of the panel's decision, a candidate with item(s) on their DBS is accepted onto the programme, consideration will have been made regarding their potential HCPC registration and employability.

A self-declaration of DBS record is required each year of the programme. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

Section 4 - Suitability for Practice Procedure

4.1 Suitability for Practice

The Suitability for Practice Procedure will be followed when concerns arise about a student's suitability to practise Speech and Language Therapy. Suitability is chiefly determined through appraisal of the HCPC Standards of Conduct, Performance and Ethics (2016) and HCPC Standards of Proficiency for Speech and Language Therapists (2013) at all levels of the programme.

A significant element of this appraisal occurs within practice education, but grounds for concern may also arise during university-based studies. Circumstances may develop at any stage of the programme that deem the student professionally unsuitable to continue their studies towards a qualification to practise as a registered speech and language therapist. Under these circumstances, Wrexham University has the following procedures that enable equitable and proportionate disciplinary action to be taken:

- Suitability to Practice Procedure
- Disciplinary Procedure for Students
- Academic Misconduct Procedure

Details of these procedures are included in the Wrexham University Academic Regulations and Programme Handbook. The procedures complement and align with the PSRB requirements of the programme.

The HCPC Standards of Education and Training (2017) state that admissions for programmes leading to eligibility to apply for registration must apply selection and entry criteria that includes:
b) health and disability: applicants should be in sufficiently good health to be able to comply with the programme requirements, with reasonable adjustments and support where necessary.

Physical or sensory disability or mental health difficulties do not preclude a learner from being accepted on programmes, if they have the potential to meet the capabilities required to practise as an SLT and achieve the learning outcomes of the programme. WGU will assess each application on an individual basis.

4.2. Attendance

The BSc (Hons) Speech and Language Therapy programme is a full-time course. 100% attendance is expected for all placements and timetabled teaching which includes both in-person and online teaching. Where students' attendance falls below 80% for any module or placement, they will be supported via their personal tutor, and this may include the application of the suitability to practice policy. Students are also expected to engage fully in the asynchronous content provided and any formative tasks. There will be scheduled timetable breaks for Christmas, Easter and Summer.

The programme team understand that absence may be unavoidable through illness or other extenuating reasons. It will be the student's responsibility to follow the correct absence reporting procedure so that further support can be offered. The *Suitability for Practice Procedure* and the *Student Academic Engagement Policy* will be applied to ensure students satisfy the programme and module engagement requirements and to identify and provide support for any student who is not engaging with their studies.

Students must log all absences through the Student Absence Reporting/Study Space Booker tab on 'My Uni Portal'. Students are permitted to self-certify for up to 5 working days and this

can be reported through the self-service facility. Students should also follow the absence reporting requirements of practice-placement providers.

If your absence is longer than 5 consecutive days, medical evidence is then required, and this must be forwarded to studentabsences@glyndwr.ac.uk

For exceptional circumstances, absences of longer than 5 days, up to and including 4 weeks maximum, authorised absence must be applied for. Forms must be signed off by the Programme Leader prior to sending to studentabsences@glyndwr.ac.uk along with documentary evidence. Forms can be accessed here: https://students.glyndwr.ac.uk/home-2/student-administration/forms/

4.3 Student Engagement

The University's *Academic Engagement Policy* is to ensure that the University fulfils its duty of care to its students; ensuring that each student makes the most of the learning opportunities available to them. This is supported by the work of the Student and Campus Life Team, who are there to help students with a range of issues if required. The University recognises the importance of monitoring student engagement to ensure that it continues to meet its duty of care to its students. The University will implement consistent and robust engagement monitoring practices, adopted by all Faculties, to help identify absences from teaching and support students where required.

Section 5 - Aims of the programme

1. To provide students with opportunities to gain, develop, apply and reflect on knowledge and understanding, intellectual and practical skills, and personal qualities and values required for safe, ethical and effective speech and language therapy professional practice, which confers eligibility to apply to the Health and Care Professions Council (HCPC) for registration.

2. To provide students with the opportunities to engage with, and critically evaluate research and inquiry at the forefront of the discipline, and to gain, develop and apply knowledge, skills and understanding necessary for evidence-based practice and to enable them to contribute to the Allied Health Professions quality improvement and research agenda or consider progression to postgraduate study.

3. To provide students with a learning experience that encourages them to develop their intellectual curiosity and promotes independent critical thinking and a commitment to, and capacity for continuing professional development, leadership and lifelong learning.

4. To provide students with a 'person-led' professional training which involves and engages with, and is responsive to the changing values, priorities and needs of the communities it serves and of the Welsh health boards.

5. To provide a community of practice and fertile grounds for ideas, research and clinical activity that can positively influence and impact educational and professional policies or practice.

The programme will operate under the university's four strategic aims:

- **Teaching that inspires** – by employing specialists in their field who have the experience, skills, and passion to inspire and teach the next generation of practitioners. The teaching team will perceive students as future colleagues and so will ensure this vocational degree provides empowering leaning opportunities for students to flourish.

- **Research that transforms** – by utilising innovative technology to not only deliver teaching but also to bring theoretical content to life with the latest innovations in therapy and assessment technology. Students will be encouraged to engage in lifelong learning and personal development. Teaching and assessment will foster their inquisitive and critical minds to challenge, question, transform and debate.

- **Engagement that enables** – by linking strongly with Welsh health boards for practice education and sharing learning with other leading universities in this discipline, we will ensure graduates have international parity with their peers but are also primed for working within local health contexts across Wales.

- **Structure that sustains** – by making the education of our students everyone's business. We will work with our partners in other Higher Education Institutions, across health, education, and social care contexts as well as the private sector and across our North Wales campuses, to build a sustainable and strong network for learning and practice education to evolve. Our vision for campus 2025 will facilitate hands-on learning in both simulated and real clinical environments. Our Active Learning Framework facilities an agile, flexible, and cohesive culture towards sustainable education.

Section 6 - Distinctive features of the programme

There are five distinct features of this BSc (Hons) Speech and Language Therapy programme which we are incredibly proud of.
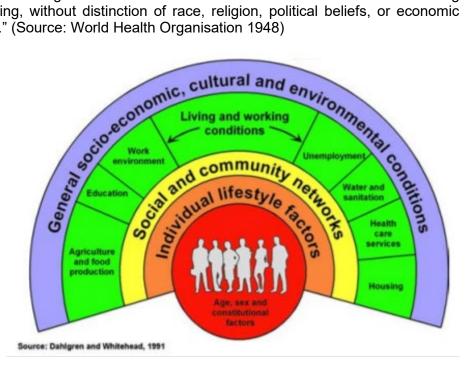
1. Our location in North Wales

This Speech and Language Therapy degree programme located in beautiful, rural North Wales, has been long awaited to secure highly sought after and valued professionals that can live, train and work locally. It will help to readdress significant historical recruitment challenges for local health boards by 'growing our own' high calibre graduates, that are committed to the area and are nuanced in local and national policies and frameworks. This vocational programme is invested in by local health boards and service users, so there will be varied and high-quality practice education opportunities, which in turn establishes strong links and partnerships for future employment and lifelong learning. The commissioned places exemplify the committed tripartite relationship between the university, the health board and Welsh Government, to secure the next generation of healthcare professionals.

The close working relationship between the Speech and Language Therapy (SLT) teaching team and local clinicians, ensures we will provide a professional education that is attuned to the needs of health and care provision in Wales but with international parity also. This programme will align with the one other SLT programme in South Wales, provided by Cardiff Metropolitan University. Together, the two institutions will offer an innovative and collaborative 'All Wales' approach to the development of the future workforce of SLT's. There will be placement 'swop' opportunities between the two institutions so students can experience diverse settings with rich cultural diversity and unique physical, demographic, linguistic and socio-economic features of the region.

2. Our transformational curriculum

This degree programme is the first to be designed in the wake of the pandemic, which changed the way SLT's deliver services forever. There will, therefore, be contemporary themes embedded throughout the teaching and learning, which reflect the evolving profession and the post-pandemic healthcare landscape. Themes such as compassionate leadership, the SLT role in mental health, inter-professional working and the advancement of technology, simulation and digitalisation, will all dovetail with the traditional pillars of the curriculum. Graduates will have a strong understanding of the evolution of the profession and will have the critical, reflective skills, resourcefulness, resilience, and emotional intelligence to enter this new age and embrace and drive forward further innovations and transformations.

The ethos of this degree programme is that it will challenge students to continually look beyond the impairment to consider the wider determinants of health. "Health is a state of complete physical, social, and mental well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being, without distinction of race, religion, political beliefs, or economic and social conditions." (Source: World Health Organisation 1948)

Source: Dahlgren and Whitehead, 1991

This diagram illustrates it is not just the physical and environmental conditions in which people live which affect their health. The psychosocial factors such as social networks, social status and individual lifestyle, work alongside economic and environmental factors in determining health. All these factors interact with each other, there is both an inverse and converse relationship between the determinants of health. Communicative competence, both at an individual and environmental level, has a significant impact on the wider determinants of health as it can lead to social exclusion. It is therefore imperative that we do not view the impairment or disease as a measure of health but view it as one part of the much wider picture. The programme will introduce students throughout the three years to the theoretical and contextual frameworks of the varying models of disability. Students will be taught coaching as a supervision model to inform true patient-led care.

3. How we bring theory to life

Digitalisation and technology will feature throughout the three years and will have a twofold purpose. Firstly, it will be used to support a blended delivery approach via WGU's Active Learning Framework (ALF) which is grounded in the University's values of being accessible, supportive, innovative, and ambitious throughout the degree. This approach to flexible working uses digitally enabled resources and creates a knowledge exchange between staff and students. Theoretical content will be recorded and uploaded on the Virtual Learning Environment (VLE) for students to access in their own time. Asynchronous and synchronous teaching on VLE will be complemented with face-to-face tutorials and seminars, to provide a holistic, pedagogical approach. The virtual platform means we can access specialist teaching and resources from other universities and invite guest speakers in, from across the globe. We aim to make what you do not think possible, possible.

Digitalisation and technology, specific to the profession such as teletherapy practices, will also be specifically targeted. Our aim is for graduates to be confident in using technology as a therapeutic tool, meaning not only are they entering the workforce digitally competent, but they also have the knowledge and skills to lead developments of the future. We will aim to foster our student's creative and enquiring minds, to contribute to a new evidence base of digital best practice, which engages service users via exciting apps and websites but also achieves good outcomes and positive experiences. Teletherapy is widely used by SLT's in Australia, Canada, and America with remarkable success; we aim for our graduates to have international parity with their peers worldwide. WGU will look to develop a new simulation suite. This will encourage students to engage independently with real world practices in both a virtual and physical space, where technology can be used to create, monitor and deploy a series of real-world scenarios and profile users' strengths and areas of need, to enhance their learning potentials, share good practices and make learning accessible. It is widely accepted that experiential learning is the most effective way to teach clinical skills. We are really excited by this.

4. Our ethos of social inclusion

WGU was No1 in the UK for Social Inclusion in 2021 and is experienced in making contextual admission adjustments to address widening participation. Anyone who can demonstrate the aptitude to study SLT will be provided with opportunities to gain relevant skills and demonstrate appropriate academic competence, insight, experiences, values, and behaviours. We will have a unique and flexible approach to programme delivery and ensure assessments tap into all individual abilities, giving each person a chance to showcase their true potential. We, in conjunction with our governing body RCSLT, are passionate about securing a workforce who truly represents the populations that we serve. We will welcome people from a diverse range of backgrounds and people who have 'lived experience' as this helps to make an authentic connection with our service users. WGU has a reputation for excellent pastoral care and investing heavily in the wellbeing of each student. This was reflected in the National Student Survey 2021 where we outperformed sector averages on the three NSS metrics which feature in the methodology used by The Guardian: 'overall satisfaction,' 'the teaching on my course' and 'assessment and feedback.'

5. Our horizon scanning

With an ageing population, increasing survival rates of newborn babies, and new clinical presentations of novel diseases such as COVID-19 requiring speech and language therapy input, there will be an increase in demand over the coming years for the identification, assessment, and management of eating, drinking and swallowing difficulties (EDS). SLTs are internationally recognised as a core member of the multidisciplinary team (MDT) supporting people with eating, drinking and swallowing difficulties (EDS). SLTs therefore need appropriate knowledge and skills to deliver high-quality, holistic, and person-led services to meet service-user needs. Here at WGU, we have a professional responsibility, in collaboration

with the RCSLT, to ensure that learners get the opportunity to acquire foundational knowledge and skills in as many clinical areas of speech and language therapy as possible, including EDS during their pre-registration education and training. This degree programme has been designed in conjunction with placement providers, service users, clinical and academic colleagues to ensure EDS competencies and opportunities are embedded into theoretical content and practice education from the first year in 2022. This places graduates at a significant advantage for future career and research opportunities.

Section 7 - Credit Accumulation and Exit Awards

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of **Certificate of Higher Education in Human Communication Studies**. This certificate does not carry eligibility for certification by the RCSLT or eligibility to apply for registration by the HCPC.

Successful completion of 240 credits at Level 5 entitles the student to a **Diploma of Higher Education in Human Communication Studies**. This diploma does not carry eligibility for certification by the RCSLT or eligibility to apply for registration by the HCPC.

Successful completion of 300 credits at Level 6 entitles the student to an Ordinary **in Human Communication Studies**. This degree does not carry eligibility for certification by the RCSLT or eligibility to apply for registration by the HCPC.

Section 8 - Programme Structure Diagram, including delivery schedule

Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	SLT401	Foundations in Professional and Evidence Based Practice	20	Core	1 & 2
Level 4	AHP401	Introduction to Life Sciences	20	Core	1
Level 4	SLT402	Development and Learning Across the Lifespan	20	Core	1
Level 4	SLT403	Communication and Swallowing Across the Lifespan	20	Core	2
Level 4	SLT404	Introduction to Phonetics and Linguistics	20	Core	1 & 2
Level 4	SLT405	Essential Psychology	20	Core	2
Level 5	SLT501	Speech and Swallowing	20	Core	1
Level 5	SLT502	Applied Life Sciences & Psychology	20	Core	1 & 2
Level 5	SLT503	Language and Cognition	20	Core	2
Level 5	SLT504	Clinical Phonetics and Linguistics	20	Core	1
Level 5	SLT505	Developing Professional and Evidence Based Practice	20	Core	1 & 2
Level 5	SLT506	Sound, Hearing and Audiology	20	Core	2
Level 6	SLT601	Speech and Language Therapy – The Evolving Profession	20	Core	2

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 6	SLT602	Speech and Language Therapy Specialisms	40	Core	1 & 2
Level 6	SLT603	Advanced Professional Practice	40	Core	1 & 2
Level 6	SLT604	Clinical Research Project	20	Core	1 & 2

Section 9 - Intended learning outcomes of the programme

The RCSLT five core capabilities guiding the development of the speech and language therapy workforce:

The five core capabilities of the speech and language therapy profession (see Figure 1) provide a focus for learning activities, the development of curricula and shared resources, and the delivery of the outcomes inherent in the vision for the workforce.

Each core capability represents a particular strength that SLTs bring to the services that they provide. Each core capability is built on a number of key building block capabilities. These represent the knowledge, skills and capabilities expected of a new graduate SLT. Collectively, these build towards a foundation from which a graduate can further develop their career in any direction in order to deliver the unique service that is speech and language therapy.

Figure 1

These core capabilities will provide the basis for the intended learning outcomes of the programme, under the follow set headings of knowledge and understanding, intellectual skills, subject knowledge and skills and practical, professional and employability skills.

Programme learning outcomes are also informed by the Professional Requirements for Registrant Speech and Language Therapists (HCPC Standards of Proficiency) and will therefore be mapped accordingly e.g. (SOP 1).

Registrant SLT's must be able to:
1. Practice safely and ethically within their scope of practice
2. Practice within the legal and ethical boundaries of their profession
3. Maintain fitness to practise
4. Practice 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 practice 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. Reflect on and review their practice
12. Assure the quality of their practice
13. Understand the key concepts of the knowledge base relevant to their profession
14. Draw on appropriate knowledge and skills to inform practice
15. Understand the need to establish and maintain a safe practice environment

Knowledge and Understanding

By the end of this programme students will be able to:

	Level 4	Level 5	Level 6 (Hons)	SOP
A1	Describe theories of typical lifespan development in relation to learning, literacy, communication and swallowing.	Apply theories of atypical lifespan development to developmental and acquired disorders of speech, language, communication and swallowing.	Synthesise theories of typical and atypical lifespan development to form the foundation of reasoned professional practice.	13 14
A2	Describe key concepts in psychology as relevant to lifespan development, change and process.	Apply knowledge of key concepts in psychology to general SLT practice.	Synthesise knowledge of key concepts in psychology to specific, specialist conditions.	13 14
A3	Describe the essential theoretical components of linguistics and phonetics.	Gather and analyse case data using the theoretical components and principles of clinical linguistics.	Inform case management using the theoretical components and principles of clinical linguistics.	13 14
A4	Identify research skills and methodologies and applications of research to practice.	Analyse and appraise research skills and methodologies and applications of research to practice.	Apply and critically evaluate research skills and methodologies to an area of professional practice.	13 14
A5	Identify and describe the anatomical, physiological and pathophysiological functions and processes across the lifespan.	Apply knowledge of the functions and processes as relevant to the development and maintenance of communication and swallowing in common conditions.	Synthesise knowledge of the functions and processes as relevant to the development and maintenance of communication and swallowing in specific, specialist conditions.	13 14

Intellectual Skills
By the end of this programme students will be able to:

	Level 4	Level 5	Level 6 (Hons)	SOP
B1	Describe how theory and evidence informs professional practice.	Select and apply theory and evidence, together with clinical data to inform case management.	Synthesise and evaluate theory and evidence to inform clinical decision making and the critical evaluation of practice and outcomes.	12 13 14
B2	Identify reflective and self-evaluation skills in a personal and professional context.	Apply skills to their learning, development and practice in professional and clinical contexts.	Hone and adapt skills to assess and inform their emerging competence as an SLT. Identify opportunities to continually improve quality of care provided.	3 4 11

	Level 4	Level 5	Level 6 (Hons)	SOP
B3	Use reasoning and problem-solving skills in professional and ethical contexts.	Apply professional and ethical reasoning and problem-solving skills with theory and case data to inform practice.	Integrate professional and ethical reasoning and problem-solving skills with theory and case data to inform practice, including hypothesis-based assessment and differential diagnosis.	4 5 6 13 14
B4	Identify a range of credible, relevant resources and relate key findings to healthcare practice.	Appraise credible, relevant sources of evidence and methodologies and relate key findings to practice.	Evaluate, synthesise, and present information from a range of credible, relevant sources and methodologies and highlight implications for practice.	12 13 14

Subject Skills

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

	Level 4	Level 5	Level 6 (Hons)	SOP
C1	Display basic level competence in speech and language analysis of English/Welsh language using relevant software.	Demonstrate emerging professional level competence in speech and language analysis and interpretation of clinical data.	Execute professional level competence in interpreting speech and language analysis data to inform practice.	5 14
C2	Describe the basic principles of service evaluation and development in professional practice.	Gather and input information for client case notes, audit, research, and service evaluation in a professional context.	Synthesise information for client case notes, audit, research, service evaluation and present information employing appropriate ICT tools and resources in a professional context.	7 10 12
C3	Describe the regulatory, legal, and ethical frameworks and bodies that govern and inform SLT practice and professional conduct.	Observe the relevant frameworks and policies that govern and inform practice and conduct, in a professional context.	Consistently observe and maintain professional conduct across all clinical contexts.	1 2 3 7 10 15
C4	Utilise theory and case data to inform and plan an appropriate therapy session.	Conduct and interpret assessments to inform an intervention approach with holistic consideration of theory and the clinical case.	Evaluate theory and synthesize with obtained data to inform holistic case management with rationale.	12 13 14

Practical, Professional and Employability Skills
By the end of this programme students should be able to:

	Level 4	Level 5	Level 6 (Hons)	SOP
D1	Demonstrate insight into personal values, attributes and behaviours and their alignment to ethical, professional, and regulatory standards.	Apply a professional approach, attitude and behaviour which adheres to all relevant professional standards and guidelines.	Manages own professional practice, and supports others, within the diverse context of SLT practice in accordance with all relevant standards.	2 4 5 6 7
D2	Identify own learning, development and performance goals and draw on appropriate sources of support. Adapt accordingly to feedback.	Integrate support and reflect on own learning, development, and performance, setting achievable goals as an early emergent, autonomous professional.	Appraise own learning, development and performance and continue to develop professional competence and capabilities in readiness for practice as a newly qualified practitioner (NQP).	1 3 4 11
D3	Display effective and sensitive communication style in their own interactions and with others i.e., service users, carers, peers, professionals.	Adapt effective and sensitive communication style accordingly in their own interactions and with others, across differing professional contexts.	Evaluate the efficacy and sensitivity of communication style and adapt accordingly for differing purposes and to differing professional contexts and audiences.	5 8 9
D4	Work effectively as part of a team to reach a common goal. Describe the role and responsibilities of an SLT.	Collaborate with an inter-professional team and contribute effectively to achieve a common goal. Evaluate the role of other professions in a clinical case.	Critically reflect on the process of inter-disciplinary team working and appraise own and other's professional contribution in achieving outcomes.	8 9

Section 10 - Learning and teaching strategy

The learning and teaching strategy has been developed in line with WGU's Active Learning Framework (ALF), Strategy for Supporting Student Learning and Achievement (SSSLA), relevant QAA Benchmark Statements, RCSLT guidelines and with consideration of key employability skills and capabilities. It aims to be flexible, engaging, dynamic, responsive, and supportive, considering the diverse backgrounds of students and the demands of the wider health and social care landscape. Learning methods encourage autonomy, independence, and a reflective mindset.

10.1 Spiral Curriculum

The philosophy for teaching will follow a spiral curriculum design. The iterative revisiting of subjects throughout the programme is particularly relevant for healthcare degrees, which integrate problem-based learning with a focus on the best outcome possible. Key topics will be presented frequently throughout the programme but with deepening layers of complexity or in different ways at each level.

Example of a topic within the spiral curriculum	
Level 4	Recognise the primary characteristics of qualitative and quantitative research philosophies and designs.
Level 5	Analyse and appraise principles of evidence-based inquiry to current professional practice, including an evaluation of the research designs and methods used in clinical research.
Level 6	Conduct an effective independent study on a selected topic related to their chosen area in the profession.

10.2 Active Learning Framework (ALF)

Grounded in the University's values of being **accessible, supportive, innovative and ambitious**, ALF will support **flexible learning** that makes best use of spaces on Campus together with **digitally-enabled learning** opportunities designed to be accessed anytime, anywhere as appropriate. In addition, ALF embodies ways of teaching and learning that **create and support a sense of belonging** for students – critically important for us as a university that prides itself on being a supportive community.

Pre- and post-session *asynchronous* learning will be done through online course materials, such as recorded teaching, quizzes, worksheets, and readings. This provides flexible and accessible learning activities which can be accessed anytime, anywhere. This will be particularly beneficial during clinical placement blocks when students may be away from the university campus for periods of time but still able to access the learning activities and feel connected with their peers and the teaching team.

Synchronous learning will take place in real time, whether face-to-face or online, and be teacher or peer led involving discussions, debates, and problem-solving tasks through seminars, group work, and case studies. Practical workshops will involve simulated clinical skill stations, opportunities to explore assessment and therapy resources and materials, as well supervised time with specialist equipment such as AAC devices and speech and language analysis software. These learning activities are aimed to support active and creative student engagement that allows the application of theory into practice.

Example of teaching using the Active Learning Framework	
Pre-session - asynchronous	A short, pre-recorded introduction on the principles of case note writing and recommended reading available online before the teaching session.
Session - synchronous	Tutor led group discussions of service user case studies with a specific focus on gaining and recording clinical information accurately in NHS.
Post-session - asynchronous	Short, formative, quiz about case note writing to check understanding and, further online class discussion on best practice, comparing and contrasting hypothetical examples.

10.3 Strategy for Supporting Student Learning and Achievement

The programme has been designed to meet the University's *Strategy for Supporting Student Learning and Achievement* principles which inspires teaching with learning that is informed by clinical practice and prepares students to become healthcare professionals.

The University's Strategy for Supporting Student Learning and Achievement principles are:

1. A Relevant Curriculum
2. Great Teaching
3. Innovative Assessment
4. Personalised Support
5. Students as Partners

A Relevant Curriculum

A contemporary, profession specific curriculum has been created using the standards set by the Health and Care Professions Council and the Royal College of Speech and Language Therapists with guidance from Quality Assurance Agency Benchmark Statement for Speech and Language Therapy. These define the nature of study and the academic standards expected of graduates in speech and language therapy. They describe what graduates might reasonably be expected to know, do, and understand at the end of their studies to become registered professionals.

The programme teaching team will be made up of specialists in various disciplines of the profession. We will therefore keep abreast of contemporaneous local and national policies and frameworks. This aligns with the universities' strategic objectives of supporting health and social care in Wales, as outlined by the Welsh Government in their 'Healthier Wales' report, 'Wellbeing of Future Generations Act' and the 'Allied Health Professions Framework for Wales.' We will continually engage with our profession's influencers in Wales and beyond and embed this into our teaching to ensure cultural competency and relevance.

The programme is made up of distinct modules which cover the key graduate capabilities, as well as the full range of applied knowledge of speech, language and swallowing difficulties.

- There are six modules at Level 4 (20 credits each)
- There are six modules at Level 5 (20 credits each)
- There are four modules at Level 6, two (20 credits) and two (40 credits)

The 40 credit modules are 'Speech and Language Therapy Specialisms' and 'Advanced Professional Practice'. The higher weighting reflects the complexity of content covered, as well as transition to practice clinical assessments, as standard across UK SLT programmes.

The programme delivery has been designed so that topics will be covered in sequence with lessons that relate and complement each other across different modules:

Example of teaching across modules	
Module	
Speech and Swallowing	Understanding the physiological manifestation of dysarthria and implications for speech and swallowing.
Clinical Phonetics and Linguistics	Understanding the phonological impact on speech.
Developing Professional and evidence based Practice	Holistic consideration of the service user from a bio-psycho-social perspective and direct experience of a service user with dysarthria on placement.

Great Teaching

The programme will follow the required HCPC standards of education and training and RCSLT guidance of ensuring there will be an adequate number of educators within the teaching team to effectively deliver the programme. Those involved in teaching and assessment will have appropriate qualifications and experience relevant to speech and language therapy, teaching and supporting practice education as well as relevant healthcare professional registration. For the teaching team to remain competent and contemporary they are required to continue their professional and academic development. University teaching and assessments will be enhanced by other visiting healthcare professionals with relevant specialist expertise who will be able to share their knowledge and expertise with learners.

Personalised Support

During study on the speech and language programme, students will be apportioned a Personal Tutor from the beginning of the programme. The personal tutor will play a role in helping students adjust to university life and getting the best experience at Wrexham University. Students and the personal tutor will meet regularly, and they will offer mentoring and guidance on both academic and personal matters. The personal tutor will also act as the Link Tutor during clinical practice placements to provide regular support and a connection between the student, the University, and Practice Educator.

Students as Partners

The experience of our student speech and language therapists is central to the quality, effectiveness, and continuous improvement of this programme. Students input and feedback will be regularly sought on the design, delivery and review of modules, assessments, and the programme itself. This will be through surveys, working partnerships, student representatives and open informal discussions between learners and the teaching team.

10.4 Reflective Practice

Critical reflection is an important element of all practice-based and classroom-based learning opportunities. Applying the principles of critical reflection turns a task, action and event into a robust learning experience and provides opportunity for the development of independent critical enquiry skills. Reflective practice will be introduced early, at the start of the course and used throughout the programme. Using reflection within health and social care has benefits for patients and the profession by improving practice. It is also a requirement for all HCPC and RCSLT Registered Speech and Language Therapists to be able to reflect on and review their practice. Reflection will be used formatively throughout all the taught content and practice education, for students to consider their learning and how they can further improve their

development. Reflective assignments are also included as summative assessments within some of the programme's modules. This is to aid in the development as a reflective healthcare practitioner and provide you with the skills needed for Continued Professional Development.

10.5 Inter-Professional Learning Strategy

The SLT degree programme will form part of the cohesive inter-professional WGU allied health professionals and nursing team. Inter-professional education is essential to developing SLTs who are fit-to-practice in a collaborative and modern way across Wales. It remains a key enabler to develop the professional respect and compassionate leadership, that will improve patient experiences and outcomes. Students will benefit from the programme being closely aligned to other AHP courses within the same Faculty, as well as affiliated programmes within Education, Health, Psychology and Social care. There will be shared teaching and learning experiences for SLT students with these other programmes, such as mixed cohorts of students at 'Celebrity of the month' events.

The Inter-professional Learning and Teaching Strategy will encompass shared delivery of theoretical content, such as professional themes, research methods and non-technical intellectual skills. These will include leadership, teamwork, communication and demonstrating the importance of having multiple professions involved in the improvement of health and well-being in populations. Concurrently, there will be 8 inter-professional learning days where a large number of students from all health-based programmes will come together to learn in an inter-professional manner. Adopting such an approach will enhance graduates' overall understanding of the health system, and subsequently their employability. We will aim to tease out transactional themes and celebrate what we share between us as healthcare professionals but also what makes us different and defines our professional identity.

More detail on the University's IPE Commitment, as agreed through HEIW can be found in the IPE Strategy Document.

Inter-professional learning is reflected in the following modules: -

Level 4
- *Introduction to Life Sciences* – shared module with Paramedic Science and Operating Department Practitioner BSc Programmes
- *Essential Psychology* – shared learning outcomes with Psychology BSc programme
- *Foundations in Professional and Evidence Based Practice* – shared content with Nutrition and Dietetics BSc programme.

Level 5
- *Sound, Hearing and Audiology* – shared synchronous and asynchronous content with Cardiff Metropolitan University via shared VLE.
- *Developing Professional and Evidence Based Practice Professional* – shared teaching with Nutrition and Dietetics BSc programme

Level 6
- *SLT Specialisms* – shared module title and content with Cardiff Metropolitan University but timetabling may differ.
- *Clinical Research Project* - shared content with Nutrition and Dietetics BSc programme

10.6 Simulation Based Education

Simulation is a teaching and learning methodology which is well established in healthcare education. It offers a safe environment to focus on the learner's needs, simulate the clinical environment and practice clinical skills (Hewat et al, 2020). Our aim with simulation is to allow students to take learning and exploration at half speed, so they get the most out of a case. Not only can students practise clinical skills safely, but they will also be honing valuable attributes such as resilience, time-management, leadership, and reasoned decision making. Simulation-based education (SBE) will be integral to the teaching and learning within the speech and language degree programme and will be used to bridge the gap between in-classroom learning and clinical placements. There will be shared simulation teaching with Nutrition and Dietetics BSc programme.

Funding made available by Health Education and Improvement Wales (HEIW) has been invested to enhance the student speech and language therapy experience. A high tech Alternative Augmentative Communication (AAC) device, Tobi Dynavox (TD) Pilot, has been procured. TD Pilot is an eye-controlled communication device for iPad. Designed to empower people with conditions such as ALS/MND, spinal cord injury or cerebral palsy to communicate and use their favourite apps, this iPadOS-based speech generating device features the world's leading eye tracker. Students are provided with a log in and can work collaboratively and remotely with full functionality of the TD Pilot and additionally procured software, Boardmaker, which interfaces with the TD Pilot. Students can be given a case study and then in small groups or pairs, be tasked with tailoring symbols, pictures, words and phrases to suit that specific individual. This is an authentic, simulation based, real world clinical activity that draws on theory and practice. The teaching team from WGU and Cardiff Metropolitan University look to explore this collaboratively.

10.7 Service User Involvement

Service user representatives and carers that have received speech and language therapy were consulted during the curriculum planning stage and contributed to the overall design and quality of the programme, to ensure that it meets the needs of those we care for including the language and terminology chosen. Service user representatives and carers are integral to the recruitment process. They will join the teaching team and 'experts by experience' representatives during the interview of candidates, to add their perspective when assessing for essential values and characteristics expected of a student speech and language therapist.

Service users and carers will be welcomed to join teaching sessions to share their unique lived experiences and expertise. These will shape and support student learning, e.g., provide repeat case history opportunities, repeat assessment experiences, repeat intervention practice, and are an additional source of feedback.

Section 11 - The Wrexham Graduate

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities, referred to as the Wrexham Graduate Framework.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

Section 12 - Work based/placement learning statement

12.1 Collaboration and co-production

Practice based learning is a key component of the Speech and Language Therapy programme. The planned and robust placement profile has been co-produced in close collaboration with key stakeholders following widespread consultation. We will continually refer to HCPC, RCSLT and NHS Knowledge and Skills Framework practice placement guidelines.

12.2 University Support

Students are supported throughout placements and retain full access to student support services. WGU prioritises continuous assessment and feedback between students and placement providers. Regular feedback and monitoring will ensure students are on track to meet their learning outcomes.

Personal tutors will act as the placement link tutor during practice placements who will be the university point of contact. They will arrange regular tripartite tutorials throughout the year but are also available to students and mentors when needed for further information or support.

12.3 Assessment

The programme aims to guide and facilitate learning in both academic and clinical spheres. The learning outcomes for the professional practice modules are detailed in relation to each year of study. The complexity of caseload and responsibility increases as the student progresses. This is reflected in the learning outcomes. The learning outcomes will support the student to achieve the competencies required to transition to Newly Qualified Practitioner status on completion of the programme.

Year One
In the first year of study, students will be introduced to professional standards and clinical work in university and on placement. In the first semester students will have ten days of 'pre-clinical' placement within nurseries, schools and in adult care, to develop awareness of typical life-cycle changes. In the second semester they will have ten days of their first clinical placement, where they are required to observe and participate under supervision, as well as develop an understanding of their professional role within the context of a multi-disciplinary team.

Year Two
Here, students will have more in-depth and sustained clinical education experiences. They will have case-based days in the university setting and twenty-six days of practice education in the form of a two-day-a-week placement in semester one and a four-week block placement in semester two. Their level of knowledge and experience will be increasing, and they will be expected to make management and assessment recommendations under supervision.

Year Three
Here, the expectations will be higher as students move towards completion of the programme. Students will have more clinical education case-based learning and a further twenty-six days of practice education. The learning outcomes will outline the professional and clinical competencies in line with HCPC Standards of Proficiency.

12.4 All Wales approach to practice education

The SLT teams at Wrexham University (WGU) and Cardiff Met University (CMet) have an 'All Wales' agreement towards the development of the SLT workforce in Wales and will work collaboratively and innovatively towards a nation-wide community of practice. Please refer to the placement handbook for further detail. **In brief**:

Aligned timetable: WGU and CMet's placement timetable allows for placement 'swop' opportunities at Level 5 (semester 2) and Level 6 (semester 1), whereby students undertake weekly block placements. This is to provide students the opportunity to experience diverse populations and demographics, as well as linguistic and dialectical variations across Wales. The two placement timetables do not mirror each other exactly as they are nuanced to local health board requirements.

Shared support: The overall responsibility for the student and the placement will lie with the respective institutions however, both universities hold as paramount importance, the wellbeing, health, and safety of the student. This means there is a mutual agreement that closet party will attend, should the student require any in-person support. When students are on placement further afield there will be robust remote supervision in place as well as partnering geographically, where possible, for peer support. It is accepted that numbers of mobile students who can travel for the 'swop' opportunity may only be small and vary each year. Therefore, swop agreements will be considered on a case-by-case basis and will be agreed in principle between the two SLT placement leads at the beginning of each academic year.

Shared approach: Placement documentation for the two universities will align as closely as possible. There will, however, be variations to reflect university specific regulations and the respective practice education timetables. CMet have already rolled out nation-wide practice educator training for speech and language therapists and we therefore will adopt the same approach to avoid any confusion for practice educators. WGU and CMet will share responsibility for the development, provision, and monitoring of practice educator training.

12.5 Telehealth Placements

Telehealth placements refer to student practice-based learning activity being carried out remotely and are a recognised, valuable means of practice education by RCSLT. They occur worldwide but particularly came into fruition in the UK during Covid-19 when face to face placements were compromised. The practice educator/student can be working remotely from a clinical site, university location, or from home. Supervision can also be offered via telehealth. The educator and student do not need to be onsite in the same clinical setting at the same time. The practice educator and student can plan and debrief together, via technology, and the student may or may not carry out sessions and activities independently.

12.6 Inter-professional Learning

Inter-professional learning with other healthcare students at Wrexham University will be included within the practice-based modules in the form of group workshops. During these, students from other disciplines will connect to share, reflect upon their own placement experiences, and discuss a variety of healthcare topics together. This provides an opportunity to connect and learn with and from other healthcare students while sharing your placement experiences. Students will be grouped according to geographical region to facilitate face to face peer support.

12.7 Placement allocation

Planning and monitoring of placement allocation are effective using ARC Placement Communication software system to provide systems and records for the administration of practice-based learning. Students access this system using the Placement on the Web app. ARC releases placement allocation at least 4 weeks in advance of placement (or 8 weeks where placement necessitates relocation). Practice placement and Practice Educator availability accessible to the programme for allocation is regularly updated by the practice provider coordinators.

Students have clear visibility of placements and robust insight of specialist placement areas. All placements have an educational audit and learning opportunities are identified in a placement induction pack to prepare students. We adopt a personal approach to placements to optimise outcomes by giving due consideration to RCSLT mandated hours with a specific client group or competency, geographical distance from the student's home as well as the student's own preference for clinical experience. We are however governed by health board constraints and availability, so preferences cannot always be accommodated. Our placement plan in all healthcare programmes is available electronically and can easily be accessed by commissioners.

Section 12.8 Placement hours and timetable

To satisfy the requirements for the BSc (Hons) degree in Speech and Language Therapy with eligibility for registration with the HCPC, students must achieve the mandatory 150 sessions of practice education (1 session = 3.75 hours based on Agenda for Change, so a total of 562.5 hours) across the duration of their pre-registration training.

> - 100 sessions (direct) must be overseen by an SLT, 30 in an adult setting and 30 in a child setting and the remainder should reflect local service delivery needs.
> - 50 sessions (indirect) can be completed through clinically related activities, these will be achieved through real and simulated case-based examples which will also bring in teletherapy practices.
> - 16 sessions (inclusive in the overall total, not additional) must offer experience of the range of aspects of eating, drinking and swallowing (EDS) difficulties. At least 30 hours must be direct adult patient-facing contact which are SLT supervised. At least 10 hours must be direct paediatric patient-facing contact which are SLT supervised.
> - At the point of graduation, speech and language therapy entry level learners will have achieved 16/20 of the EDS competencies as certified by programme lecturers and practice educators.

There are no placement overlaps to reduce capacity burden on the local health boards. There is a considered mix of one or two day a week placements and block placements to fully immerse students into practice education alongside their studies. One- or two-day week placements allow students to integrate their incremental learning, develop clinical skills and

build professional relationships with placement providers over time. Block placements offer an immersive experience and mirror the busy and dynamic working week of an SLT. The hours exceed mandated hours by RCSLT to allow a buffer for any unavoidable absences.

<u>**Placement Hours Overview for Level 4, 5, 6**</u>
Please note: Total active learning & teaching hours for the modules outlined below exceed university regulations due to inclusive placement hours

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Level 4 - Foundations in Professional and evidence-based practice

Placement type	Placement Semester	Placement days	Sessions	Placement hours
Pre-clinical: Nursey/school placement	1	5	10	37.5
Pre-clinical: Adult communication partner placement	1	5	10	37.5
Adult/paediatric initial practice placement	2	10 (2 days per week)	20	75
Clinically related lectures/tutorials (in house)	2		6	22.5
Total (direct)			**20**	**75 hours**
Total (Indirect)			**26**	**97.5 hours**

Level 5 - Principles of professional and collaborative practice

Placement type	Placement Semester	Placement days	Sessions	Placement hours
Clinical Placement adult/paediatric	1	6 days (2 days per week)	12	45
Clinically related lectures/tutorials (in house)	1		8	30
Clinical Placement adult/paediatric	2	20 (4 days per week in June)	40	150
Clinically related lectures/tutorials (in house)	2		8	30
Total (direct)			**52**	**195 hours**
Total (indirect)			**16**	**60 hours**

Level 6 Advanced Professional Development and Practice

Placement type	Placement Semester	Placement days	Sessions	Hours
Clinical Placement adult/paediatric	1	20 (4 days a week)	40	150
Clinically related lectures/tutorials (in house)	1		8	30
Clinical Placement adult/paediatric	2	6 (1 day per week)	12	45
Clinically related lectures/tutorials (in house)	2		8	30
Total (direct)			**52**	**195 hours**
Total (indirect)			**16**	**60 hours**

Overall: (direct) = 124 sessions / 465 hours (RCSLT requirement = 100 sessions / 375 hours)

Overall: (indirect) = 58 / 217.5 hours (RCSLT requirement = 50 sessions / 187.5 hours)

Section 13 Welsh medium provision

Health Education Improvement Wales (HEIW) as part of their commissioning process and consultation of NHS workforce plans, awarded Wrexham University a contract of delivery for BSc (Hons) Speech and Language Therapy, with protected places for Welsh Language speakers. This followed calls for an increase in Welsh speaking Speech and Language Therapists, as studies show outcomes are vastly improved for service users who can converse in their mother tongue. To honour the privilege bestowed upon us to increase the Welsh speaking SLT workforce, WGU bid to Y Coleg Cymraeg Cenedlaethol for a Welsh speaking lecturer, who would oversee Welsh medium provision across nursing and allied health programmes. WGU were successful in the bid and are due to advertise for a SLT to fulfil this exciting post. Programme Lead, Lauren Salisbury, is a member of the WGU Welsh Language Steering Group which is attended by representatives from HEIW.

The hope is to become a recognised bilingual SLT degree programme in the future, aligned with Cardiff Metropolitan, who offer 120 credits through the medium of Welsh. For the first year, this programme will be delivered through the medium of English. Students are entitled to submit assessments and sit examinations in the medium of Welsh as per University policy and a translation service and Welsh language proofing tools on University computers will be used if required. You must inform the programme team beforehand if you wish to present your assessments in Welsh.

Proficient Welsh speakers can request to be provided with placement opportunities in communities that are predominantly Welsh speaking. This will be accommodated whenever possible but may be limited due to practice placement availability.

You can ask for a Welsh-speaking personal tutor, provided there are Welsh-speaking members of the teaching staff in your subject area. If there are no fluent Welsh-speaking academic staff members in your area, an appropriate member of staff from within your faculty will be asked to tutor you.

The University offers all its administrative services bilingually, upon registration, you will be asked in which language you would like to receive correspondence from the University. Wrexham University is also host to a branch of the Coleg Cymraeg Cenedlaethol. You can become a member of the branch, which is responsible for developing the University's Welsh language medium opportunities.

Although teaching will be delivered in English, during learning and teaching sessions, key medical terminology and phrases will be presented on resources in both English and Welsh. This is to allow you to become familiar with Welsh health vocabulary which will be beneficial during clinical practice.

Section 14 Assessment strategy

The assessment strategy has been developed in line with WGU's Active Learning Framework (ALF), Strategy for Supporting Student Learning and Achievement (SSSLA), relevant QAA Benchmark Statements, and with consideration of the HEA Transforming Assessment agenda. It seeks to balance formative and summative assessments, and includes diverse assessment methods to improve validity, authenticity, and inclusivity, thus maximising their relevance to students and focus on assessing programme and module level outcomes.

All modules will include opportunities for students to receive formative feedback on their work. Opportunities will include the ability to submit draft work and book tutorials with module tutors to discuss their assessments. The inclusion of discussion forums as part of asynchronous learning activities will also provide an opportunity for module tutors to feedback on student learning. Students will be encouraged to peer review each other's work. Assessments will involve an element of choice in the question style, where appropriate, to promote student engagement in the topic areas and control over their learning. Assessments are appropriately spaced with no two assessments in the same week to relive assessment burden and stress on students.

At Level 4, a diverse range of methods of assessment are included, to enable students to build their confidence and core oral and written communications skills. Formative feedback will identify students who may benefit from signposting to additional support from the Learning Skills team.

At Level 5, a combination of traditional and more 'authentic' methods of assessment are included. The traditional methods of assessment become more challenging, for example, by requiring students to present formative work as an individual or pair, rather than as part of a group. The authentic assessments will enable students to begin to think about the communication of information to audiences relevant to the workplace.

At Level 6, modules primarily include 'authentic' methods of assessment. For example, in the module 'Clinical Research Project' students will be encouraged to prepare their own research poster in preparation for their final project, which replicates how clinicians present their research at the RCSLT annual conference. There will be a final clinical exam as standard across SLT degree programmes. There is a group project which can be presented in the form of a webinar, post cast, blog/vlog or poster. As a formative assessment students will be required to participate in an 'interview' in their final professional module, to demonstrate their graduate skills, knowledge and attributes. To both challenge and engage students at this level,

exciting and innovative methods of formative assessment are included, such as in-class discussions and debates on contemporary topics such as social media and GDPR, good 'web-side manners,' recording podcasts and hosting webinars. All of which are highly reminiscent of contemporary professional practice.

	Module code & title	Assessment type and weighting	Indicative submission date
L4	SLT401 Foundations in Professional & Evidence Based Practice	50% Coursework 50% Written Assignment Placement Pass / Fail	Semester 2 -(coursework) Semester 1(written assignment) Semester 2 (placement doc)
L4	AHP401 Introduction to Life Sciences	100% In class test	Semester 1
L4	SLT402 Development & Learning Across the Lifespan	100% Written Assignment	Semester 1
L4	SLT403 Communication & Swallowing Across the Lifespan	50% Coursework 50% Practical	Semester 2
L4	SLT404 Introduction to Phonetics & Linguistics	75% Examination 25% In class test	Semester 2
L4	SLT405 Essential Psychology	25% In class test 75% Written Assignment	Semester 2
L5	SLT501 Speech and Swallowing	50% Coursework 50% Oral Assessment	Semester 1
L5	SLT502 Applied Life Science and Psychology	75% Exam 25% Written Assignment	Semester 2
L5	SLT503 Language and Cognition	50% Coursework 50% Oral Assessment	Semester 2
L5	SLT504 Clinical Phonetics and Linguistics	40% Written Assignment 30% Practical 30% Practical	Semester 1
L5	SLT505 Developing Professional and Evidence Based Practice	75% Written Assignment 25% Presentation Placement Pass / Fail	Semester 2
L5	SLT506 Sound, Hearing and Audiology	25% Practical 75 % In class test	Semester 2
L6	SLT602 Speech and Language Therapy – Specialisms	100% In Class Test	Semester 2
L6	SLT601 SLT – The Evolving Profession	100% Portfolio Group Project Pass / Fail	Semester 2
L6	SLT503 Advanced Professional Practice	40% Coursework 60% Oral Assessment Placement Pass / Fail	Semester 2
L6	SLT604 Clinical Research Project	100% Project	Semester 2

Section 15 Assessment and award regulations

Derogations

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.
- A minimum pass mark of 40% must be achieved in all modules therefore condonement is not permitted.
- Students will only be permitted one reassessment attempt for any failed assessment component in the Professional Practice modules which include a placement or clinical exam. This reflects the importance of core professional knowledge and skills and is in line with other BSc SLT programmes in the UK.
- In all other modules students will be permitted two reassessment attempts for any failed assessment component as per generic university regulations.
- Period of learning must not exceed 5 years.

<u>Practice Education</u>

- Placements will be marked as pass or fail and are graded by the placement educator on levels of competence.
- Students will need to pass the practice-based learning block within the module to pass the module overall and progress to the next level of study.
- If a student fails the second clinical placement or both clinical placements within an academic year, retrieval will be at the discretion of the placement provider but will likely not be possible in that year. The student will therefore not be able to progress with the cohort but will proceed with the following cohort to attempt to retrieve the failed assessments.
- Retrieval placements will be in a different geographical location and there will be a meeting between the HEI and PE to discuss additional support required.
- To be awarded a BSc (Hons) Speech and Language Therapy the student must successfully complete and pass all clinical placement components.
- Placements are passed on competencies not hours, so failed placement hours can count towards a student's overall hours total. Therefore a student does not have to complete the whole resit placement as long as they have passed their competencies and there are no serious concerns raised.
- Non completion of a clinical placement for a reason other than illness or extenuating circumstances will normally result in the placement being failed and a zero mark being awarded for it.
- Attendance on placement must be 100% as reported by the Placement Educator. Where a student misses placement sessions, they will be required to compensate through further arranged sessions with the placement provider.
- Students who fail their second placement in their final year will leave with an ordinary degree in Human Communication Studies and this does not confer eligibility to register with HCPC.

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the *Advanced Professional Practice* module is within the higher classification.

Ordinary Degrees

Level 6 SLT - Specialisms (40 credits)
Level 6 SLT – The Evolving Profession (20 credits)
These modules do not include a final research project or a clinical placement and therefore are suitable for a student to achieve an ordinary degree.

Section 16 Accreditation

The degree confers eligibility to apply for registration with the Health Care Professions Council (HCPC) to practice as a speech and language therapist in the UK and graduates are eligible for certification by the Royal College of Speech and language Therapists (RCSLT) upon successful completion of their Newly Qualified Practitioner year.

Section 17 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

17.1 Programme Monitoring

Programme monitoring is a key element of Wrexham University's approach to quality assurance and enhancement. It is designed to provide assurance regarding the quality and standards of academic programmes leading to an award to provide opportunities for the sharing of good practice, and to identify areas for enhancement.

Programme monitoring is a principal mechanism for monitoring teaching and learning activities and providing the University with comprehensive evidence on the quality and standards of its provision. It also provides intelligence on any factors that may impact on the quality and standards of provision and advises on any action that may be required to minimise any negative impact or to disseminate good practice more widely.

Programme monitoring also provides intelligence on any factors that may impact on the quality and standards of provision and advises on any action that may be required to minimise any negative impact or to disseminate good practice more widely. Programme monitoring is important because it generates evidence-based reports which reflect the perspective of

academic staff, who are in the best position to assess any potential risks to the quality and standards of their provision.

17.2 Feedback

Programme teams are asked to consider and analyse evidence from a wide range of sources, including:
- External Examiners' reports and team responses to reports
- PSRB (Professional, Statutory and Regulatory Bodies) reports
- Student statistics (including recruitment, retention, progression and achievement)
- Feedback from students, including national student survey results, student evaluation
- Of module surveys (SEM), student voice forums (SVFS), recommendations made as
- A result of an investigation of any formal student complaints
- Outcomes of quality assurance exercises such as programme validation and review,
- Including any panel recommendations.
- Feedback from employers and other stakeholders
- Issues arising from collaborative arrangements
- Post-placement feedback from students and Practice Educators

17.3 Student Voice

Student participation will be an important feature of the programme in managing the quality of the learning experience. Students will be involved in the decision-making processes relating to the curriculum, teaching, and learning. The programme team will engage with students to obtain feedback and insights to learn how to better provide for them in the future and to support and encourage students to become more active learners.

Student views are sought in several different ways, including:
- stakeholder event during curriculum/programme design
- through student surveys and questionnaires, at module/programme, University, and national level
- through Student Voice Forums
- through membership of internal audit panels
- by meeting with internal programme review and external quality agency panels
- through task and finish groups ('working groups') convened to focus on a specific issue
- through membership of Academic Board and its sub committees

17.4 External Examiner arrangements

Independent and informative comment and advice will be provided by an appointed BSc (Hons) Speech and Language Therapy External Examiner as part of the processes for assuring that the standards of academic provision, promoting student attainment, identifying examples of good practice and opportunities for enhancement are met. An External Examiner will offer informed, impartial, and comparative views of academic standards, including those associated with Professional, Statutory & Regulatory Bodies, of assessment processes and programme structures.

The appointed External Examiner will have relevant level Speech and Language Therapy academic/professional qualifications and will be registered with the Health and Care Professions Council. With sufficient recent and relevant examining experience, preferably already having acted as an External Examiner.

Some of the expectations of the External Examiner will include:

- to review and approve assessment tasks
- to review samples of assessed work
- to provide feedback on any Proposed modifications
- to attend assessment boards

Section 18 Support for Students

18.1 Personal Tutor

All students at Wrexham University are allocated a Personal Tutor who's main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability. From initial appointment onwards, the Personal Tutor should arrange to have at least three formal meetings with their personal students within each academic year. The Personal Tutor will also act as the Practice Link Tutor to act as a connection between the student, the University, and the practice-based education environment.

18.2 When to refer

The University's *When to refer* guidance is designed to ensure that University staff can, quickly and confidently, direct students to the advice and support they need, when they need it. The guidance covers a range of the support services offered by the University. It outlines some of the key signs, cues, and behaviours to look out for to help identify a student who may need additional support. It then provides practical guidance on action to be taken, as well as some further information about what is likely to happen after.

Students can access support and assistance in a wide range of areas including:

- Learning and Assessment support
- Funding and Money Advice
- Student Administration
- Health and Wellbeing
- Inclusion Services
- Counselling
- Residential and Campus Life
- Library & IT Resources
- Careers Service
- Chaplaincy

Please access the Wrexham website at www.wrexham.ac.uk to find out more about the Departments.

Useful wellbeing information specific to supporting students will be available for students to access online within a dedicated section on the programme course page. Along with this will be signposted additional student paramedic external support such as charities, forums, and unions who will be invited to introduce themselves and inform the students of the support they can offer.

18.3 Student Union

The Student Union Advice Centre can provide independent and confidential advice and support on a whole host of different issues that you may come across during your time at University. They are student-focused, and their primary objective is to ensure the student voice is heard, respected and acted upon through the provision of effective advice,

information, advocacy and representation. Their service focus is on academic advice but can also have support housing and welfare issues.

The Student Union offers support for students, please access their website at to find out more. https://www.wrexhamglyndwrsu.org.uk/

18.4 Academic appeal

The *Academic Appeal Procedure* is designed to enable students to appeal the decision of an Award/Progression Board if they have concerns that their academic progress or status has been detrimentally impacted by the decision/outcome of that Award/Progression Board. Students are encouraged to seek impartial support and advice from the Students' Union and help and advice is available to students via the Student Information Desk, which is the first point of contact for all student support related enquiries, advice and information.

18.5 Raising concerns

All Healthcare students have a responsibility to make sure that they take appropriate steps to limit the risk of harm to service users, carers, and others. This includes escalating concerns relating to service users, carers, and others in practice learning environments. Wrexham University's *Raising and Escalating Concerns Guidelines* enable students to alert appropriate individuals e.g.) Practice educator, lead clinician, Practice Education Lead and Professional Lead to ensure that all concerns are dealt with promptly and effectively.

The Health and Care Professions Council provide guidance for students and registrants for reporting concerns:
https://www.hcpc-uk.org/education/learners/while-i-am-studying/guidance-on-conduct-and-ethics/reporting-concerns/

Section 19 Equality and Diversity

Programme Leader, Lauren Salisbury, is an active member of Equality Diversity Inclusion ADT group.

This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about equality and diversity

In 2021 Wrexham University was announced first in the UK – for the second year running - for social inclusion in the *Times and Sunday Times Good University Guide*, demonstrating our commitment to inclusion and widening participation. Our culture celebrates aptitude for healthcare careers, recognising character and experience alongside qualifications.

Wrexham University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. The University is dedicated to supporting, developing, and promoting equality and diversity in our practices and activities. We aim to establish an inclusive culture, free from discrimination, based on the values of dignity and respect.

We are committed to advancing equality on the grounds of age, disability, gender, sexual orientation, gender identity, race, religion, and beliefs (including lack of belief), marriage and civil partnerships and pregnancy and maternity. We recognise that our community is enhanced by a diverse range of backgrounds, beliefs, and cultures. Wrexham University is committed to

improve recruitment of students recruited on to programmes from Welsh Index of Multiple Deprivation areas.

We strive to ensure that students, staff, and visitors can learn, work and use our social spaces in a fully inclusive environment, demonstrating that equality matters to our whole community.

Our Equality & Diversity Policy for staff and students applies to the entire University community and this programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The Speech and Language Therapy programme team will work closely with RCSLT in striving to achieve their mission statement on supporting equality, diversity and inclusion in speech and language therapy pre-registration degrees. Please read the full statement here:

RCSLT statement on Equality and Diversity