

Programme Specification

BSc (Hons) Speech and Language Therapy Full Time and Part Time

NOTE: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at www.hcc.bcu.ac.uk/students (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Exit Awards and Final Award:	BSc (Hons) Speech and Language Therapy Non qualifying awards: CertHE in Health Studies in Communication DipHE in Health Studies in Communication BSc Health Studies in Communication
Programme Title:	BSc (Hons) Speech and Language Therapy (SLT)
Main fields of Study:	Speech and Language Therapy, Linguistics, Psychology, Anatomy and Physiology, Audiology, Sociology
Modes of Study:	Full Time – 3 years Part Time – 6 years
Language of Study:	English
UCAS Code:	B620
JACS Code:	B620

Professional Status of the programme (if applicable):

This programme is approved by:

The Health Professions Council (HPC)

The Royal College of Speech and Language Therapists (RCSLT)

All modules must be passed in order for a student to be awarded a BSc (Hons) in Speech and Language Therapy. This award entitles the holder to apply to register with the Health Professions Council and for full membership of the Royal College of Speech and Language Therapists.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

- Quality Assurance Agency Benchmark Statements Health Care Programmes : Speech and Language Therapy
- Health Professions Council Standards of Education and Training
- Health Professions Council Standards of Proficiency : Speech and Language Therapists
- Royal College of Speech and Language Therapists Curriculum guidance for the Speech and Language therapy Profession
- Royal College of Speech and Language Therapists Research Strategy
- Framework of Higher Education Qualifications
- Birmingham City University Learning and Teaching Strategy

Programme philosophy

This programme aims to produce students fit for purpose, practice and award. The philosophy underpinning this is one of supporting students' acquisition of the underlying frameworks / processes of speech and language therapy theory and an enthusiasm for and understanding of themselves as lifelong learners. In this way they will acquire core clinical and professional knowledge and skills that will support a client-centred, objective, questioning approach to their professional practice and which can be built on through continuing professional development and reflective practice throughout their careers.

Several factors underpin this philosophy:

- the dynamic nature of communication, effective communication being specific to the individuals involved, their communicative partners and contexts
- the continuing advance of knowledge relevant to the role of a speech and language therapist
- the importance of evidence based practice

A social model approach, emphasis on transferable skills and provision of block placements are key to this philosophy.

The programme team continue to recognise the ever changing working practices in Speech and Language Therapy and maintain a social model based approach (Parr

1993, 1994; Money 2000) to service provision (rather than a service based on the medical model). That is, a move away from an 'expert'-based provision where clients are seen as people with problems/disorders of communication to one with a more constructive view of facilitation and empowerment. Here, communication is seen as a two-way process between people, with all participants having some responsibility for the quality/success of the communication. This can only be achieved if the clinician is able to take an holistic view of the client and his/her communication partners, and has the skills of negotiation and collaboration.

As a reflection of this, the terminology adopted in the programme is at times different to mainstream Speech and Language Therapy terminology. Whilst the cause and nature of communication disorders is taught, the emphasis is on communication **need** – i.e. the social and personal impact of the impairment/disability for the individual. Students must therefore learn to evaluate themselves as well as their own contexts in order to start appreciating that of their clients.

Transferable skills – and the skill itself of transferring skills – permeate the programme. All client groups are studied alongside each other which promote opportunities for transfer of knowledge and skills. Additionally, clinical placements are not constrained to one particular client group or environment at any one time. Consequently students are provided with many opportunities to transfer knowledge and skills

The acquisition of practical skills is central to the learning strategy for this programme. Practical skills workshops are introduced early on in the programme. Together with observation experience and supervised block clinical placements this makes up a substantial amount of the programme.

Programme aims:

The programme aims to provide learners with:

1. The relevant knowledge, skills and professional competence required to practice as a Speech and Language Therapist by the regulatory body (HPC) and the professional body (Royal College of Speech and Language Therapists)
2. A holistic, evidence based approach to the management of clients with communication, eating, drinking and swallowing needs.
3. A lifelong commitment to continuing professional development and improving practice through research and other academic and professional activities
4. A reflective, critical and evaluative approach to professional practice
5. Skills in academic analysis and synthesis and an independence in learning derived from an undergraduate programme of study
6. An ability to enhance the development of appropriate interpersonal skills
7. An ability to work both independently and as part of a team enabling collaborative, inter-professional practice where appropriate
8. Problem-based learning skills and the transferable skills to prepare them for graduate employment in a variety of settings

Intended learning outcomes and the means by which they are achieved and demonstrated:

Programme Learning Outcomes :

On successful completion of the whole programme students will be able to demonstrate :

- 1) A range of professional clinical skills appropriate for a newly qualified “generalist” Speech and Language Therapist
- 2) Adaptable and flexible clinical skills, transferable across a variety of settings
- 3) A relevant knowledge and skills base for, and a commitment to, continuing professional development
- 4) A reflective and evaluative approach to clinical practice
- 5) A holistic, interprofessional team approach to working with clients with communication, eating, drinking and swallowing needs
- 6) An ability to analyse, synthesise and evaluate evidence from a range of sources and relate this to clinical practice
- 7) Appropriate interpersonal skills with the ability to interact in a flexible way with clients, carers and other significant communication partners and other professionals/agencies

Learning and teaching methods used to achieve these outcomes include:

- Interactive lectures
- Audio and video lectures
- Tutor-led seminars (stage 1); student-led seminars (stage 2)
- Role play, small group and individual tutorials
- Simulation
- Facilitated self-study
- E-Learning
- Practical workshops and data analysis exercises
- Observation experience
- Conversational partner work
- Clinical practice during block clinical placements
- Case based work including problem solving / problem based learning scenarios in groups via workshops, seminars, web based discussion and

action learning sets.

- Use of continuing professional development diaries/learning logs during clinical placement/ Personal and Professional Development Portfolio
- Peer evaluation through presentations and small group work
- Video exercises
- Inter-professional working
- Developing research proposal/skills as part of a group and individually

Assessment methods enabling students to demonstrate they have met the learning outcomes include a variety of formative and summative methods, such as :

- Client-based reports
- Data analysis exercises
- Video analysis tasks
- Patient information leaflets
- Invigilated assessments: exams / viva
- Portfolios
- Group presentations
- Research proposal
- Continuous placement assessment including placement visit
- Case studies
- **Personal & Professional Development portfolio including inter-professional work and learning logs.**
- Identification of learning needs with personal and placement tutors throughout the programme. This will include negotiating additional learning opportunities where necessary

Programme structure and requirements, levels, modules, credits and awards :

The programme is studied over 3 years full-time and six years part-time. Study is undertaken at three levels. One per year of study for full time students and one per 2 years of study for part time students. Each level has an equivalent of 120 credits and this represents approximately 1,200 hours of student learning, endeavour and assessment, (1 credit equalling 10 hours of study).

Each level is divided up into study units called modules. The size (i.e. credit value) of the modules varies according to the content and nature of learning it covers.

A distinctive feature of this programme are the two long clinical block placements, 32 days at level 5 and 60 days at level 6. These are embedded within the Professional Practice modules of those levels.

The diagrams below show the modules and their credit value at each of the 3 levels of the programme. The awards gained at each of those levels are also shown.

Level	Name	Module Number	Credits
4	Introduction to Research and Evidence-Based Practice	SPR 4015	15
4	Introduction to Professional Practice	SPR 4017	15
4	Recognising Communication and Swallowing Needs (V1)	SPR4016	45
4	Describing Communication, Development and Change (V1)	SPR4011	45

Award gained: Cert HE in Studies in Communication (120 credits)

Level	Name	Module Number	Credits
5	Appraising Communication and Swallowing Needs	SPR 5018	45
5	Research and Evidence Based Practice	SPR 5021	15
5	Interpreting Communication and Swallowing Needs	SPR 5020	30
5	Professional Practice	SPR 5019	30

Award gained: Dip HE in Studies in Communication (240 credits)

Level	Name	Module Number	Credits
6	Managing Communication and Swallowing Needs (V1)	SPR6014	45
6	Application of Research and Evidence-Based Practice	SPR 6015	30
6	Professional Practice for Qualification	SPR 6016	45

Award gained: BSc (Hons) Speech and Language Therapy (360 credits)
BSc Health Studies in Communication (300 credits) – students obtaining this award are not eligible to apply for registration with the HPC

Support for Learning including Personal Development Planning (PDP)

Personal Development Planning (PPD) is facilitated through the academic tutorial system but is evidenced through Portfolio work submitted in the professional practice modules at Levels 5 and 6 that evidence academic, clinical and personal development. Students are required to use the online continuing professional development diary (online) available from the RCSLT for recording PPD.

Students are therefore encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- Preparatory & introductory pre-programme Virtual Learning Environment (VLE)
- Academic induction at the beginning of the programme - including input from Library and Learning Resources
- Student Handbook – contains support, guidance and information about the programme, modules, assessment and staff within the Division.
- Personal Tutor System – A dedicated academic member of staff is allocated to each student to offer academic and pastoral care throughout the programme. A schedule for tutorial support is set up, but students can also access this member of staff outside of this at reasonable times.
- Peer Assisted Support System
- Placement Tutor System – An HPC registered SLT will be allocated to support students during their clinical placement experience – this includes visiting the student on placement. A schedule for tutorial support is set up, but students can access this member of staff outside of this at reasonable times.
- Placement briefing and debriefing tutorials.
- Personal and Professional Development Portfolio – this is a mechanism by which students can plan and record their personal and professional development throughout the programme.
- Discussion forums for academic support on the virtual learning environment.
- Action Learning Sets.
- Access to specific learning events organised by RCSLT.
- Access to academic staff including Programme Director, Head of Division, Dean of Faculty and administrative staff (at reasonable times).
- Access to SLT Resource Room and University Learning Resource Centres.
- Access to Library and Learning Resource Facilities.
- Access to IT support staff, Clinical Skills support staff and dedicated Faculty Library staff.

- Support for academic skills such as referencing, essay writing, critical analysis from the Faculty's Personal Development Centre and/or the University's Learning Resource Centres.
- Support from the Union of Students for a range of services.
- Access to Student Services - this includes careers advice, financial advice, medical and disability services, nursery, counselling and chaplaincy.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The University, Faculty of Health and the programme team are committed to continuous evaluation, quality monitoring and enhancement of course of study. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health to ensure evaluation, enhancement of quality and standards including listening and responding to views of students. In addition where applicable professional regulatory and statutory body requirements are adhered to.

- Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, the Associate Dean (Academic and Quality Enhancement) Forum, online discussion forums and surveys. Students are also invited to meet with External Examiners, attend programme quality days and meet with external quality monitoring programme reviewers.
- There are a number of committees where the programme team, practice partners and service-users meet to ensure that the programme is current and responsive to local and national developments and policy. These include the Healthcare (Strategic) Quality Group, the Profession Specific Group, Curriculum Working Group, and Practice partner and programme team meetings. Changes to the programme are reviewed and accepted by the Faculty Academic Board Business Group and can only be approved following consultation with students, external examiners and practice partners.
- An exception reporting annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. This annual report is a key document provided to professional bodies and external quality monitoring agencies.
- Where the programme has placements the Department of Practice Learning undertakes audit and evaluation of students learning opportunities. Practice documentation is moderated with practice partners. Practice Teachers are provided with regular updates.
- Assessment procedures are updated by the Academic Quality Office to ensure that

they are rigorous and fair. Bench marking statements are used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.

- There are committees in the Faculty of Health that contribute to the evaluation and ongoing quality monitoring of courses. The Executive committee and Faculty Board are the overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinised by the Faculty Academic Standards and Quality Enhancement Committee.