Keele UNIVERSITY

Programme Specification: Undergraduate

For students starting in Academic Year 2024/25

1. Course Summary

Names of programme and award title(s)	MSci Speech and Language Therapy (pre-registration)
Award type	Single Honours (Masters)
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	4 years
Maximum period of registration	The normal length as specified above plus 2 years
Location of study	Keele Campus
Accreditation (if applicable)	This programme is currently seeking approval form the Health and Care Professions Council (HCPC) and accreditation from the Royal College of Speech and Language Therapists (RCSLT)
Regulator	Office for Students (OfS)
Tuition Fees	**UK Students:** Fee for 2024/5 is £9,250* **International Students:** Fee for 2024/5 is £21,900**

How this information might change: Please read the important information at http://www.keele.ac.uk/student-agreement/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/

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2. What is an Integrated Master's programme?

The Master's level programme described in this document allows students to focus exclusively on the study of Speech and Language Therapy. Integrated master's awards are delivered through a programme that combines study at a bachelor's degree with honours with study at master's level. As such, a student graduates with an

integrated master's degree after a single four-year programme of study. The Integrated Masters programme described in this document allows graduates to gain enhanced skills and knowledge to master's level.

3. Overview of the Programme

Speech and Language Therapy provides treatment, support and care for individuals of all ages who have difficulty with speech, language, communication or with eating, drinking and swallowing. Speech and Language Therapists apply their knowledge and skills to transform the communication, eating, drinking and swallowing abilities of individuals, groups and communities with difficulties in these areas. They do this by assessing, treating and managing speech, language and communication problems in adults and children. They also assess, treat and develop tailored treatment plans to support people who have eating, drinking and swallowing problems as well as contributing to the prevention and self-management of speech, language and swallowing difficulties. Speech and Language Therapists work in a variety of settings with a diverse range of individuals, health care professionals, education staff and psychologists to develop holistic, individualised treatment plans (Royal College of Speech and Language Therapists, 2022).

This MSci Speech and Language Therapy (pre-registration) aims to facilitate the development of graduates who are effective, evidence based and innovative Speech and Language Therapists prepared for the breadth of contemporary Speech and Language Therapy practice. The programme enables students to develop the competencies and standards of proficiency, knowledge, skills, behaviours and values required to become a Speech and Language Therapist, alongside the further development of their academic, professional and leadership skills.

The focus of the programme is to support the integration of academic and clinical learning, ensuring that graduates are able to articulate their unique contribution to practice and develop a strong professional identity. Person centeredness and the centrality of the service user underpins the ethos of the programme and graduates are prepared to join a profession that continues to rapidly grow and evolve. The programme has been designed to ensure that its content is current, underpinned by evidence and reflective of contemporary speech and language therapy practice regionally, nationally and internationally. The curriculum has been designed to reflect local and national workforce demands. Students will be prepared for the diversity of speech and language therapy practice through their academic studies and their practice-based learning. The programme is committed to the development and provision of high quality multi- and inter- professional learning. The School of Allied Health Professions partners with a diverse range of high-quality practice-based learning settings to deliver the practice-based learning component of the programme.

The programme has embedded the following themes:

- Core subject knowledge
- Speech and Language Therapy practice placements
- Health and wellbeing and resilience for themselves, service users and their carers;
- Leadership including professionalism and ethics;
- Education including students, service users and carers, and peers and multidisciplinary team members;
- Research and Evidence based practice.

These themes complement the Royal College of Speech and Language Therapists (RCSLT) five core capabilities, described below, which guide the development of speech and language therapy workforce.

4. Aims of the programme

The broad aims of the programme are to enable students to develop the knowledge, skills, behaviours and values that underpin contemporary speech and language therapy practice and develop competence in applying clinical skills to the practice of speech and language therapy. Throughout the programme students are given the opportunity to link the different domains of knowledge, skills, values and behaviours to specific clinical contexts. This helps students to associate academic elements with clinical relevance. The programme will enable you to develop the competencies required for autonomous practice in a diverse range of settings. This four-year programme also offers you the opportunity to develop learning in some specialist areas of practice. Hours spent in the practice experience environment will exceed the minimum 563 hours required by the Royal College of Speech Language Therapists (RCSLT), this additional capacity is intended to not only consolidate and enhance your clinical skills, but also to provide you with opportunities to demonstrate leadership skills.

The programme aims to promote research awareness and its application to speech and language therapy practice. Throughout the programme you will get the opportunity to enhance the development of your interpersonal skills along with effective team working and partnership skills. This approach promotes engagement in lifelong learning, which is a key feature of the development of an autonomous professional. The programme promotes effective inter-professional working practices and facilitates the development of leadership and management skills.

5. What you will learn

The programme is designed to provide education and training that is approved by the Health and Care Professions Council (HCPC) and accredited by the Royal College of Speech and Language Therapists (RCSLT), therefore allowing the title of 'Speech and Language Therapist' to be awarded. While the HCPC determines fitness to practice, the RCSLT determines fitness for the profession and sets standards for speech and language therapy practice.

The MSci Speech and Language Therapy programme at Keele will, in an environment of reflection and research awareness, enable students to develop into autonomous professionals who are able to initiate and respond to change in a wide variety of settings. Students will embrace a vision of person-centred care within contemporary practice environments. Students will develop the attributes of a competent practitioner underpinned by knowledge and skills which enable the delivery of high quality, safe, integrated and effective care.

The programme is designed to meet the HCPC Standards of Education and Training, therefore graduates of the programme will be equipped to meet the

- HCPC Standards of Proficiency - Speech and Language Therapy (2023)
- HCPC Standards of Conduct, Performance and Ethics (2016)

The programme is also mapped to the RCSLT's five Core Capabilities (2021) which are foundational to the practice of speech and language therapy. The five Core Capabilities are:

Core Capability 1 (CC1) Communication - Learners develop the knowledge, skills and behaviours required to:

- support service users in developing their abilities
- support the abilities and methods that others use in their communication with service users
- demonstrate adaptability, self-awareness and sensitivity in their own interactions with service users and with members of their teams and other agencies

Core Capability 2 (CC2) Partnerships - Learners develop the knowledge, skills and behaviours required to:

- advocate collaboratively with service users, their families and other agencies and professionals involved with their care
- form and maintain strong collaborative partnerships directly with the people they support to promote service-user outcomes
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Core Capability 3 (CC3) Leadership and lifelong learning - Learners develop the knowledge, skills and behaviours required to:

- keep pace with the clinical and professional landscape and respond proactively, leading innovation within their area of practice
- become confident at engaging with new ideas, to build resilience even in challenging times, and to pave the way for others to do the same
- engage in professional networks - essential to the development of the leadership skills needed to innovate and drive improvements in service delivery.

Core Capability 4 (CC4) Research and evidence-based practice - Learners develop the knowledge, skills and behaviours required to:

- identify, critically evaluate, and contribute to the body of professional knowledge and best practice
- deliver service-user-focused, evidenced-informed and professionally reasoned practice by accessing, evaluating, applying and informing the latest evidence
- deliver evidence-informed and professionally reasoned practice at a theoretical level in the classroom and at a practical level through placement experience
- reflect on learning and practice in order to develop their professional knowledge and skills base

Core Capability 5 (CC5) Professional autonomy and accountability - Learners develop the knowledge, skills and behaviours required to:

- be autonomous and accountable for their practice
- develop insight into the professional scope of practice by working with integrity and with commitment to continuous reflective practice

Students will develop skills which are generic to health and social care and also specific to Speech and language therapy practice.

The **intended learning outcomes** of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- Apply evidence informed knowledge and understanding of core areas of speech, language and swallowing difficulties and their management.
- Synthesise relevant knowledge and information from other disciplines underpinning speech and language therapy professional practice, including linguistics, phonology, psychology and biomedical sciences.
- Articulate the scope and breadth of contemporary speech and language therapy practice and demonstrate an appreciation of knowledge limitations.
- Promote inclusive communication approaches, advise and support others to communicate effectively with service users and adapt environments accordingly and collaborate to improve health, educational and social outcomes for people with speech, language and swallowing difficulties.
- Promote person-centred practice and inclusion within speech and language therapy practice
- Critically analyse the role of research and enquiry in the enhancement of speech and language therapy practice

Subject specific skills

Successful students will be able to:

- Demonstrate autonomous and competent speech and language therapy practice in order to optimise the quality of life and minimise the impact of impairments of those they work with in a range of practice settings.
- Identify, select, critically justify, and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs.
- Formulate specific and appropriate management plans, including the setting of timescales and outcome measures used in contemporary and diverse speech and language therapy practice. ¿
- Demonstrate a critical appraisal of the concepts and theories which underpin speech and language therapy practice. ¿
- Synthesise clinical information in order to inform and critique speech and language therapy practice in relation to health and wellbeing and health promotion for society, groups and individuals of all ages.
- Comply and act in accordance with regulatory, legal and ethical frameworks that govern speech and language therapy practice.

Key or transferable skills (including employability skills)

Successful students will be able to:

- Demonstrate advanced, effective and sensitive interpersonal and communication skills to develop and maintain effective therapeutic relationships with people.
- Use advanced critical reflection skills, CPD and lifelong learning to become an effective, autonomous practitioner.
- Demonstrate critical reflection and thinking, resilience, resourcefulness and emotional intelligence.
- Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.
- Develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.
- Contribute to planning and implementing programmes and initiatives that share/complement goals across professions and contexts, valuing and respecting other professional identities.

The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-

assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

6. How is the programme taught?

The programme is designed to support the integration of academic and clinical learning in an environment where content is explored in ways that mirror and contribute to genuine clinical care. Teaching on the programme varies according to the subject matter and level of the module. Teaching is undertaken in both the university and clinical environments.

Practical skills are taught in small groups in the university, as are some other areas of the programme. The number of students within these groups is variable depending upon subject matter. In the practice setting students work with designated practice educators and are also supported by visiting tutors from the School. University based elements of the programme are taught using a variety of approaches and students will be expected to engage with pre-session directed study activities, to facilitate optimal learning opportunities during face-to-face sessions.

University based modules are taught using a variety of approaches including:

- Lectures where the lecturer provides students with a framework and context for further reading and independent study. Various lecture formats will be adopted including for example, interactive lectures designed to engage students actively in their learning with the use of audience response systems and a range of other media; at other times external speakers may be invited. These individuals may be patients/service users, clinicians, active researchers, academics in the field of speech and language therapy and related education, health and social care practice and the private, independent, and voluntary sector organisations; all offer invaluable perspectives designed to enhance the students practice.
- Practice based learning enables students to develop their practical and professional skills under the supervision of a designated practice educator(s).
- Small group workshops where students will work together to, for example, critically appraise papers relating to some aspect of speech and language therapy practice. Other approaches might involve working together over an extended period, to develop a piece of work, for example, an intervention approach and management plan which students may then subsequently present and justify.
- Individual and group presentations where students will research and present a topic with relevance to theory or practice (for example, professional reasoning for particular assessments or interventions in speech and language therapy practice) to the whole group with time allowed for interactive questions and discussion.
- Student and tutor-led tutorials which encourage topics of interest and relevance to a module to be discussed in-depth within a small group; problem-solving scenarios and case studies may be used as a vehicle for such discussion.
- Web-based learning using the Keele Learning Environment (KLE): this medium is used by all modules and provides a platform for students to share online discussions and to access a wide range of learning resources. In addition, applications such as MS Teams and web-based audience feedback systems are used to support and monitor learning. Lecture capture and videos are also important adjuncts available to support student learning.
- Independent study will be required in each module; some study will be guided by tutors where necessary but will also be self-directed in relation to the various demands of each module and its assessment. This type of learning may be facilitated using various resources such as work packages and access to specific web-based programmes. Independent study also forms an important part of the development of the final year research project, which is supported by a designated member of the academic staff.
- Inter-Professional Education (IPE) - students will participate in inter-professional learning and education with colleagues from other health and social care disciplines enabling students to learn with, from and about future colleagues.

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core concepts of speech and language therapy, and to transfer academic knowledge and understanding from theory into practice.
- Practical skill development in both University and practice-based learning environments support students to develop, enhance, and update their learning of new and existing skills under expert supervision. It facilitates the development of safe and competent practice, and the integration of theoretical and practical knowledge and skills.
- Focussing on the management of common speech and language disorders whilst demonstrating the

transferability of these skills to the management of less common disorders prepares students for all clinical areas of speech and language therapy.
- Small group work, such as seminars, and workshops, provides opportunities for students to clarify understanding and knowledge whilst exchanging ideas with both peers and staff. This is also an opportunity to question and challenge professional concepts, enabling the students to further develop their critical thinking and critical evaluation skills.
- Guided independent study and tutorials will help students explore aspects of professional practice.
- Seminars, tutorials, and web-based e-learning activities encourage reflection upon the students learning and requires students to take responsibility for collaborating and sharing with others whilst exploring and evaluating ideas in greater depth.
- Inter-professional learning allows for professional and collaborative relationship across professions requiring students to work effectively as part of a wider multi/interdisciplinary team

7. Teaching Staff

The permanent academic staff contributing to the programme are drawn from the University's School of Allied Health Professions, the Language Centre and the School of Psychology along with contributions from specialist experts when appropriate.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the structure of the programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid- December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self- contained unit of study, and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

The programme is studied full-time over four years and teaching is delivered via individual modules. Each year is arranged into two units called semesters (Autumn and Spring) which vary in length. In each academic year time is spent in both the university and practice settings (see Table 1 for exact number of weeks normally spent in each setting).

Table 1: Distribution of Programme Weeks (excluding assessment periods)

Year of Study	FHEQ Level	Number of weeks based in University	Number of weeks based in Practice Experience settings	Total number of weeks
1	4	22	3	25
2	5	24	5	29
3	6	23	5	28
4	7	16	9	25

Year	Compulsory	Optional	
		Min	Max
Level 4	120	0	0
Level 5	120	0	0
Level 6	120	0	0
Level 7	120	0	0

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Language acquisition and psychology for speech and language therapy	SLT-10001	15	Semester 1
Health and Wellbeing (SaLT)	SLT-10009	15	Semester 1
Professionalism and Effective Communication (SaLT)	SLT-10011	15	Semester 1
Linguistics, Articulatory Phonetics and Phonology	SLT-10003	30	Semester 1-2
Biomedical Science for Speech and Language Therapists	SLT-10005	15	Semester 2
Clinical and Professional development & Practice Education 1	SLT-10007	15	Semester 2
Principles of Assessment & Measurement (SaLT)	SLT-10013	15	Semester 2

Level 5

Compulsory modules	Module Code	Credits	Period
Eating, Drinking and Swallowing	SLT-20003	15	Semester 1
Clinical and Professional development & Practice education 2	SLT-20011	30	Semester 1
Developmental Speech and Language Disorders 1	SLT-20005	15	Semester 1-2
Clinical Linguistics and Phonetics	SLT-20001	15	Semester 2
Acoustic Phonetics, Hearing Impairment and ENT	SLT-20007	15	Semester 2
Acquired Speech and Language Disorders 1	SLT-20009	15	Semester 2
Research Methods and Statistics	SLT-20013	15	Semester 2

Level 6

Compulsory modules	Module Code	Credits	Period
Acquired Speech and Language Disorders 2	SLT-30001	15	Semester 1
Neuropsychology, neurodevelopmental conditions and psychiatric disorders	SLT-30009	15	Semester 1
Evaluating Healthcare Services (SaLT)	SLT-30011	15	Semester 1
Developmental Speech and Language Disorders 2	SLT-30007	15	Semester 1-2
Adults with Learning Disabilities	SLT-30003	15	Semester 2
Clinical and professional development & Practice Education 3	SLT-30005	30	Semester 2
Planning Research	SLT-30013	15	Semester 2

Level 7

Compulsory modules	Module Code	Credits	Period
Leadership and Management for Healthcare Professionals	SLT-40007	15	Semester 1
Research Skills and Funding	SLT-40009	15	Semester 1
Practice Education 4a	SLT-40011	15	Semester 1
Research Project (Level 7)	SLT-40005	30	Semester 1-2
Enhanced Practice: Developmental Language Disorders	SLT-40001	15	Semester 2
Practice Education 4b	SLT-40003	15	Semester 2
Language Variation	SLT-40013	15	Semester 2

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 4

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Apply evidence informed knowledge and understanding of core areas of speech, language and swallowing difficulties and their management.	Clinical and Professional development & Practice Education 1 - SLT-10007
Synthesise relevant knowledge and information from other disciplines underpinning speech and language therapy professional practice, including linguistics, phonology, psychology and biomedical sciences.	Language acquisition and psychology for speech and language therapy - SLT-10001 Linguistics, Articulatory Phonetics and Phonology - SLT-10003 Biomedical Science for Speech and Language Therapists - SLT-10005
Articulate the scope and breadth of contemporary speech and language therapy practice and demonstrate an appreciation of knowledge limitations.	Clinical and Professional development & Practice Education 1 - SLT-10007
Promote inclusive communication approaches, advise and support others to communicate effectively with service users and adapt environments accordingly and collaborate to improve health, educational and social outcomes for people with speech, language and swallowing difficulties.	Clinical and Professional development & Practice Education 1 - SLT-10007 Professionalism and Effective Communication (SaLT) - SLT-10011 Health and Wellbeing (SaLT) - SLT-10009
Promote person-centred practice and inclusion within speech and language therapy practice	Health and Wellbeing (SaLT) - SLT-10009 Clinical and Professional development & Practice Education 1 - SLT-10007 Professionalism and Effective Communication (SaLT) - SLT-10011
Critically analyse the role of research and enquiry in the enhancement of speech and language therapy practice.	Principles of Assessment & Measurement (SaLT) - SLT-10013

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Demonstrate autonomous and competent speech and language therapy practice in order to optimise the quality of life and minimise the impact of impairments of those they work with in a range of practice settings.	Clinical and Professional development & Practice Education 1 - SLT-10007 Professionalism and Effective Communication (SaLT) - SLT-10011
Identify, select, critically justify, and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs.	Principles of Assessment & Measurement (SaLT) - SLT-10013 Clinical and Professional development & Practice Education 1 - SLT-10007
Formulate specific and appropriate management plans, including the setting of timescales and outcome measures used in contemporary and diverse speech and language therapy practice.	Clinical and Professional development & Practice Education 1 - SLT-10007 Principles of Assessment & Measurement (SaLT) - SLT-10013
Demonstrate a critical appraisal of the concepts and theories which underpin speech and language therapy practice.	Linguistics, Articulatory Phonetics and Phonology - SLT-10003 Language acquisition and psychology for speech and language therapy - SLT-10001
Synthesise clinical information in order to inform and critique speech and language therapy practice in relation to health and wellbeing and health promotion for society, groups and individuals of all ages.	Clinical and Professional development & Practice Education 1 - SLT-10007
Comply and act in accordance with regulatory, legal and ethical frameworks that govern speech and language therapy practice	Clinical and Professional development & Practice Education 1 - SLT-10007

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Demonstrate advanced, effective and sensitive interpersonal and communication skills to develop and maintain effective therapeutic relationships with people.	Clinical and Professional development & Practice Education 1 - SLT-10007 Professionalism and Effective Communication (SaLT) - SLT-10011
Use advanced critical reflection skills, CPD and lifelong learning to become an effective, autonomous practitioner.	Professionalism and Effective Communication (SaLT) - SLT-10011 Clinical and Professional development & Practice Education 1 - SLT-10007
Demonstrate critical reflection and thinking, resilience, resourcefulness and emotional intelligence.	Professionalism and Effective Communication (SaLT) - SLT-10011 Clinical and Professional development & Practice Education 1 - SLT-10007
Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.	Principles of Assessment & Measurement (SaLT) - SLT-10013
Develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.	Principles of Assessment & Measurement (SaLT) - SLT-10013
Contribute to planning and implementing programmes and initiatives that share/complement goals across professions and contexts, valuing and respecting other professional identities.	Professionalism and Effective Communication (SaLT) - SLT-10011 Clinical and Professional development & Practice Education 1 - SLT-10007

Level 5

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Apply evidence informed knowledge and understanding of core areas of speech, language and swallowing difficulties and their management.	Acquired Speech and Language Disorders 1 - SLT-20009 Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Developmental Speech and Language Disorders 1 - SLT-20005 Clinical and Professional development & Practice education 2 - SLT-20011 Eating, Drinking and Swallowing - SLT-20003 Clinical Linguistics and Phonetics - SLT-20001
Synthesise relevant knowledge and information from other disciplines underpinning speech and language therapy professional practice, including linguistics, phonology, psychology and biomedical sciences.	Eating, Drinking and Swallowing - SLT-20003 Clinical Linguistics and Phonetics - SLT-20001 Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Developmental Speech and Language Disorders 1 - SLT-20005
Articulate the scope and breadth of contemporary speech and language therapy practice and demonstrate an appreciation of knowledge limitations.	Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Clinical and Professional development & Practice education 2 - SLT-20011 Eating, Drinking and Swallowing - SLT-20003 Developmental Speech and Language Disorders 1 - SLT-20005 Acquired Speech and Language Disorders 1 - SLT-20009
Promote inclusive communication approaches, advise and support others to communicate effectively with service users and adapt environments accordingly and collaborate to improve health, educational and social outcomes for people with speech, language and swallowing difficulties.	Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Clinical and Professional development & Practice education 2 - SLT-20011 Developmental Speech and Language Disorders 1 - SLT-20005 Acquired Speech and Language Disorders 1 - SLT-20009
Promote person-centred practice and inclusion within speech and language therapy practice	Clinical and Professional development & Practice education 2 - SLT-20011 Acquired Speech and Language Disorders 1 - SLT-20009 Developmental Speech and Language Disorders 1 - SLT-20005 Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007
Critically analyse the role of research and enquiry in the enhancement of speech and language therapy practice.	Research Methods and Statistics - SLT-20013

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Demonstrate autonomous and competent speech and language therapy practice in order to optimise the quality of life and minimise the impact of impairments of those they work with in a range of practice settings.	Clinical and Professional development & Practice education 2 - SLT-20011 Clinical Linguistics and Phonetics - SLT-20001 Acquired Speech and Language Disorders 1 - SLT-20009 Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Developmental Speech and Language Disorders 1 - SLT-20005 Eating, Drinking and Swallowing - SLT-20003
identify, select, critically justify, and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs.	Eating, Drinking and Swallowing - SLT-20003 Developmental Speech and Language Disorders 1 - SLT-20005 Acquired Speech and Language Disorders 1 - SLT-20009 Clinical and Professional development & Practice education 2 - SLT-20011 Clinical Linguistics and Phonetics - SLT-20001
Formulate specific and appropriate management plans, including the setting of timescales and outcome measures used in contemporary and diverse speech and language therapy practice.	Clinical Linguistics and Phonetics - SLT-20001 Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Eating, Drinking and Swallowing - SLT-20003 Developmental Speech and Language Disorders 1 - SLT-20005 Clinical and Professional development & Practice education 2 - SLT-20011 Acquired Speech and Language Disorders 1 - SLT-20009
Demonstrate a critical appraisal of the concepts and theories which underpin speech and language therapy practice.	Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Clinical Linguistics and Phonetics - SLT-20001 Developmental Speech and Language Disorders 1 - SLT-20005 Clinical and Professional development & Practice education 2 - SLT-20011 Acquired Speech and Language Disorders 1 - SLT-20009 Eating, Drinking and Swallowing - SLT-20003
Synthesise clinical information in order to inform and critique speech and language therapy practice in relation to health and wellbeing and health promotion for society, groups and individuals of all ages.	Clinical and Professional development & Practice education 2 - SLT-20011 Acquired Speech and Language Disorders 1 - SLT-20009 Developmental Speech and Language Disorders 1 - SLT-20005 Eating, Drinking and Swallowing - SLT-20003 Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007
Comply and act in accordance with regulatory, legal and ethical frameworks that govern speech and language therapy practice	Eating, Drinking and Swallowing - SLT-20003 Clinical and Professional development & Practice education 2 - SLT-20011 Acquired Speech and Language Disorders 1 - SLT-20009 Developmental Speech and Language Disorders 1 - SLT-20005

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Demonstrate advanced, effective and sensitive interpersonal and communication skills to develop and maintain effective therapeutic relationships with people.	Acquired Speech and Language Disorders 1 - SLT-20009 Eating, Drinking and Swallowing - SLT-20003 Clinical and Professional development & Practice education 2 - SLT-20011 Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Developmental Speech and Language Disorders 1 - SLT-20005
Use advanced critical reflection skills, CPD and lifelong learning to become an effective, autonomous practitioner.	Clinical and Professional development & Practice education 2 - SLT-20011
Demonstrate critical reflection and thinking, resilience, resourcefulness and emotional intelligence.	Clinical and Professional development & Practice education 2 - SLT-20011
Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.	Acquired Speech and Language Disorders 1 - SLT-20009 Clinical and Professional development & Practice education 2 - SLT-20011 Eating, Drinking and Swallowing - SLT-20003 Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Research Methods and Statistics - SLT-20013 Developmental Speech and Language Disorders 1 - SLT-20005
Develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.	Research Methods and Statistics - SLT-20013
Contribute to planning and implementing programmes and initiatives that share/complement goals across professions and contexts, valuing and respecting other professional identities.	Research Methods and Statistics - SLT-20013 Eating, Drinking and Swallowing - SLT-20003 Acoustic Phonetics, Hearing Impairment and ENT - SLT-20007 Acquired Speech and Language Disorders 1 - SLT-20009 Developmental Speech and Language Disorders 1 - SLT-20005 Clinical and Professional development & Practice education 2 - SLT-20011

Level 6

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Apply evidence informed knowledge and understanding of core areas of speech, language and swallowing difficulties and their management.	Adults with Learning Disabilities - SLT-30003 Clinical and professional development & Practice Education 3 - SLT-30005 Developmental Speech and Language Disorders 2 - SLT-30007 Acquired Speech and Language Disorders 2 - SLT-30001 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009
Synthesise relevant knowledge and information from other disciplines underpinning speech and language therapy professional practice, including linguistics, phonology, psychology and biomedical sciences.	Acquired Speech and Language Disorders 2 - SLT-30001 Developmental Speech and Language Disorders 2 - SLT-30007 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009 Clinical and professional development & Practice Education 3 - SLT-30005
Articulate the scope and breadth of contemporary speech and language therapy practice and demonstrate an appreciation of knowledge limitations.	Acquired Speech and Language Disorders 2 - SLT-30001 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009 Clinical and professional development & Practice Education 3 - SLT-30005 Developmental Speech and Language Disorders 2 - SLT-30007
Promote inclusive communication approaches, advise and support others to communicate effectively with service users and adapt environments accordingly and collaborate to improve health, educational and social outcomes for people with speech, language and swallowing difficulties.	Acquired Speech and Language Disorders 2 - SLT-30001 Clinical and professional development & Practice Education 3 - SLT-30005 Adults with Learning Disabilities - SLT-30003 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009 Developmental Speech and Language Disorders 2 - SLT-30007
Promote person-centred practice and inclusion within speech and language therapy practice	Adults with Learning Disabilities - SLT-30003 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009 Acquired Speech and Language Disorders 2 - SLT-30001 Clinical and professional development & Practice Education 3 - SLT-30005 Developmental Speech and Language Disorders 2 - SLT-30007
Critically analyse the role of research and enquiry in the enhancement of speech and language therapy practice.	Evaluating Healthcare Services (SaLT) - SLT-30011 Planning Research - SLT-30013

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Demonstrate autonomous and competent speech and language therapy practice in order to optimise the quality of life and minimise the impact of impairments of those they work with in a range of practice settings.	Developmental Speech and Language Disorders 2 - SLT-30007 Acquired Speech and Language Disorders 2 - SLT-30001 Adults with Learning Disabilities - SLT-30003 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009 Clinical and professional development & Practice Education 3 - SLT-30005
Identify, select, critically justify, and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs.	Acquired Speech and Language Disorders 2 - SLT-30001 Clinical and professional development & Practice Education 3 - SLT-30005 Developmental Speech and Language Disorders 2 - SLT-30007
Formulate specific and appropriate management plans, including the setting of timescales and outcome measures used in contemporary and diverse speech and language therapy practice.	Acquired Speech and Language Disorders 2 - SLT-30001 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009 Developmental Speech and Language Disorders 2 - SLT-30007 Clinical and professional development & Practice Education 3 - SLT-30005
Demonstrate a critical appraisal of the concepts and theories which underpin speech and language therapy practice.	Developmental Speech and Language Disorders 2 - SLT-30007 Acquired Speech and Language Disorders 2 - SLT-30001 Clinical and professional development & Practice Education 3 - SLT-30005 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009
Synthesise clinical information in order to inform and critique speech and language therapy practice in relation to health and wellbeing and health promotion for society, groups and individuals of all ages. ¿	Developmental Speech and Language Disorders 2 - SLT-30007 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009 Clinical and professional development & Practice Education 3 - SLT-30005 Acquired Speech and Language Disorders 2 - SLT-30001 Adults with Learning Disabilities - SLT-30003
Comply act in accordance with regulatory, legal and ethical frameworks that govern speech and language therapy practice	Clinical and professional development & Practice Education 3 - SLT-30005

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Demonstrate advanced, effective and sensitive interpersonal and communication skills to develop and maintain effective therapeutic relationships with people.	Clinical and professional development & Practice Education 3 - SLT-30005
Use advanced critical reflection skills, CPD and lifelong learning to become an effective, autonomous practitioner.	Clinical and professional development & Practice Education 3 - SLT-30005
Demonstrate critical reflection and thinking, resilience, resourcefulness and emotional intelligence.	Clinical and professional development & Practice Education 3 - SLT-30005
Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.	Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009 Acquired Speech and Language Disorders 2 - SLT-30001 Developmental Speech and Language Disorders 2 - SLT-30007 Clinical and professional development & Practice Education 3 - SLT-30005
Develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.	Evaluating Healthcare Services (SaLT) - SLT-30011 Planning Research - SLT-30013
Contribute to planning and implementing programmes and initiatives that share/complement goals across professions and contexts, valuing and respecting other professional identities.	Acquired Speech and Language Disorders 2 - SLT-30001 Neuropsychology, neurodevelopmental conditions and psychiatric disorders - SLT-30009 Developmental Speech and Language Disorders 2 - SLT-30007 Adults with Learning Disabilities - SLT-30003 Clinical and professional development & Practice Education 3 - SLT-30005

Level 7

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Apply evidence informed knowledge and understanding of core areas of speech, language and swallowing difficulties and their management.	Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003 Enhanced Practice: Developmental Language Disorders - SLT-40001
Synthesise relevant knowledge and information from other disciplines underpinning speech and language therapy professional practice, including linguistics, phonology, psychology and biomedical sciences.	Language Variation - SLT-40013 Practice Education 4b - SLT-40003 Practice Education 4a - SLT-40011 Enhanced Practice: Developmental Language Disorders - SLT-40001
Articulate the scope and breadth of contemporary speech and language therapy practice and demonstrate an appreciation of knowledge limitations.	Research Skills and Funding - SLT-40009 Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003 Enhanced Practice: Developmental Language Disorders - SLT-40001
Promote inclusive communication approaches, advise and support others to communicate effectively with service users and adapt environments accordingly and collaborate to improve health, educational and social outcomes for people with speech, language and swallowing difficulties.	Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003 Enhanced Practice: Developmental Language Disorders - SLT-40001 Language Variation - SLT-40013
Promote person-centred practice and inclusion within speech and language therapy practice	Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003
Critically analyse the role of research and enquiry in the enhancement of speech and language therapy practice.	Research Project (Level 7) - SLT-40005 Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003 Research Skills and Funding - SLT-40009 Enhanced Practice: Developmental Language Disorders - SLT-40001

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Demonstrate autonomous and competent speech and language therapy practice in order to optimise the quality of life and minimise the impact of impairments of those they work with in a range of practice settings.	Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003
Identify, select, critically justify, and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs.	Practice Education 4b - SLT-40003 Practice Education 4a - SLT-40011
Formulate specific and appropriate management plans, including the setting of timescales and outcome measures used in contemporary and diverse speech and language therapy practice.	Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003
Demonstrate a critical appraisal of the concepts and theories which underpin speech and language therapy practice.	Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003 Enhanced Practice: Developmental Language Disorders - SLT-40001 Language Variation - SLT-40013
Synthesise clinical information in order to inform and critique speech and language therapy practice in relation to health and wellbeing and health promotion for society, groups and individuals of all ages.	Enhanced Practice: Developmental Language Disorders - SLT-40001 Practice Education 4b - SLT-40003 Language Variation - SLT-40013 Practice Education 4a - SLT-40011
Comply act in accordance with regulatory, legal and ethical frameworks that govern speech and language therapy practice	Practice Education 4b - SLT-40003 Practice Education 4a - SLT-40011

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Demonstrate advanced, effective and sensitive interpersonal and communication skills to develop and maintain effective therapeutic relationships with people.	Practice Education 4b - SLT-40003 Practice Education 4a - SLT-40011
Use advanced critical reflection skills, CPD and lifelong learning to become an effective, autonomous practitioner.	Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003 Leadership and Management for Healthcare Professionals - SLT-40007
Demonstrate critical reflection and thinking, resilience, resourcefulness and emotional intelligence.	Practice Education 4b - SLT-40003 Practice Education 4a - SLT-40011 Leadership and Management for Healthcare Professionals - SLT-40007
Effectively search for, identify and critically appraise relevant evidence to support and underpin practice.	Practice Education 4b - SLT-40003 Practice Education 4a - SLT-40011 Enhanced Practice: Developmental Language Disorders - SLT-40001
Develop research questions, justify and implement appropriate methods of investigation, data collection, analysis and dissemination of findings.	Research Skills and Funding - SLT-40009 Research Project (Level 7) - SLT-40005 Language Variation - SLT-40013
Contribute to planning and implementing programmes and initiatives that share/complement goals across professions and contexts, valuing and respecting other professional identities.	Leadership and Management for Healthcare Professionals - SLT-40007 Practice Education 4a - SLT-40011 Practice Education 4b - SLT-40003

9. Final and intermediate awards

The programme is designed to educate Speech and Language Therapists. Consequently, the expectation is that students will complete the full programme of study obtaining 480 credits and so be awarded the MSci Speech and Language Therapy. Students accumulate 120 credits per academic year. If students leave the programme before completing 480 credits, they may be eligible for an alternative award. Speech and Language Therapists must complete an approved programme of study in order to be eligible to apply for professional registration and so use the title 'Speech and Language Therapist'. Successful completion of the MSci programme offers eligibility to apply for HCPC registration, successful HCPC application then offers entitlement to practise in the UK as a Speech and Language Therapist. Should a student not achieve the award of MSci Speech and Language Therapy they will not be eligible for registration with the HCPC and so will not be able to practise as a Speech and Language Therapist. You may be eligible for an interim award but should be aware that any such award will not contain the term 'speech and language therapy'.

Credits required for each level of academic award are as follows:

MSci Speech and Language Therapy	480 credits	You will require at least 120 credits at levels 4, 5, 6 and 7 and a minimum of 562.5 clinical hours Graduates are eligible to apply for registration with the HCPC and on successful registration are entitled to practice speech and language therapy in the UK and apply for membership of the RCSLT.
BSc (Hons) Communication Science	360 credits	You will require at least 120 credits at levels 4, 5 and 6 Providing 360 credits have been achieved, the title of the award will be BSc (Hons) Communication Science. N.B. The title of any such award will not include the title speech and language therapy. This award does not confer eligibility to apply for registration with the HCPC and recipients are not entitled to practice speech and language therapy.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher N.B. The title of any such award will not include the title speech and language therapy. This award does not confer eligibility to apply for registration with the HCPC and recipients are not entitled to practice speech and language therapy.
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher N.B. The title of any such award will not include the title Speech and Language Therapy. This award does not confer eligibility to apply for registration with the HCPC and recipients are not entitled to practice speech and language therapy.

10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **Online Communication** platforms such as Microsoft Teams may be used for assessments such as oral examinations or presentations
- **Written work/assignments** test the quality and application of subject knowledge. In addition, they allow students to demonstrate their ability to carry out basic literature searches, communicate ideas effectively in writing and support arguments with appropriate referencing. Written pieces vary in their length depending upon the module
- **Written Examinations** are undertaken in a range of formats and include online multiple-choice examinations, web-based peer assessment, essay and short answer questions. This type of assessment is designed to test knowledge and (as appropriate) a student's ability to apply that knowledge appropriately to professional practice.
- **Reflective assignments** enable students to develop skills of reflective learning and practice and support portfolio development. These are fundamental skills used by all healthcare professionals as part of their continuing professional development
- **Oral presentations/oral examinations** assess subject knowledge and understanding. They may also be used to test a student's ability to work effectively as a member of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development

- **Practical Examinations/ Interactive Practical Assessment [IPA**] examinations occur in modules that involve the teaching and learning of practical clinical skills These examinations enable students to demonstrate the safe and effective application of practical clinical skills, to justify clinical choices and offer reasoned alternatives
- **Research project** is a student led piece of independent research. Nominated supervisors support students throughout the process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Allied Health Professions or other appropriate ethics committee. This assessment is designed to develop a student's capacity as an independent learner and ability to engage in the research process. It also develops IT skills in use of various software for presentation and data analysis (e.g. Word, Excel, SPSS)
- **Practice assessment** is undertaken during practice experience modules and enables students to demonstrate the safe and effective application of professional practice

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	21.2%	69.5%	9.3%
Year 2 (Level 5)	18.1%	66.8%	15.1%
Year 3 (Level 6)	20.3%	64.1%	15.7%
Year 4 (Level 7)	16.3%	57.7%	25.9%

12. Accreditation

The University is applying for approval by the Health and Care Professions Council (HCPC) and accreditation by the Royal Society of Speech and Language Therapists.

Please note the following:

Graduates of the MSci programme are eligible to apply for registration with the Health and Care Professions Council (HCPC). In order to use the title 'speech and language therapist' a practitioner must be registered with the HCPC. HCPC registration is a prerequisite for employment as a speech and language therapist in the UK NHS. The programme meets the requirements of the HCPC standards of Education and Training (2014)

Module Selection: All modules are compulsory.

13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

Applicants must be able to satisfy the general requirements of Keele University and the School of Allied Health Professions. The School implements an inclusive system of academic requirements to widen access for appropriately qualified candidates at different career stages.

A Level requirement for the course: ABB in three A Levels including a B in a science subject, psychology or English Language/Linguistics.

NB: Applicants are expected to have a minimum of 2 years post GCSE study or work experience. Although it is recognised that some applicants will be mature students where this may not be applicable.

All offers are normally conditional upon the applicant having a satisfactory Occupational Health assessment, and an enhanced clearance by the Disclosure and Barring Service (DBS). The School requires students to become student members of the Royal College of Speech and Language Therapists (RCSLT). Student membership of the RCSLT provides access to a range of useful resources.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 8.0 (to include a minimum of 7.5 in each subtest) or equivalent.

English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 5:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 6:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

Funding Information: The programme is student finance funded.

Contact Details: School of Allied Health Professions

Tel: 01782 734191

Email: sahp.admin@keele.ac.uk

15. How are students supported on the programme?

The School provides a comprehensive range of support for student learning on the Programme in addition to that provided by the University. Key to the success of this support are the following:

- Students are allocated to an Academic Mentor who is responsible for reviewing and advising on academic and practice progress. Academic Mentors also offer pastoral support, acting as a first point of contact for non-academic issues which may affect learning. Academic Mentors can refer students to a range of specialist health, welfare and financial services coordinated by the University's Student Services
- Module Leaders provide support for learning on the modules and the related assessments. They ensure that appropriate, tutorial support is available via the module team and that the team provides feedback in a timely manner. Module leaders also ensure that individual feedback on in-course assessments is available to all students.
- Disability Inclusion Tutors provides support for students with disabilities (including specific learning difficulties) and works closely with wider university student support staff.
- Practice Educators provide supervision whilst students are on clinical placement.
- Visiting Tutors liaise between the School and Clinical Bases and provide students with support during practice experience modules.

Throughout the year members of academic staff operate an 'open door' policy during normal working hours. Academic staff have a flexible appointments system. Meetings may be face to face or can be facilitated via electronic media e.g. MS teams if students are, for example, on a placement that is distant from the university.

16. Learning Resources

The programme is delivered mainly in teaching rooms in the School of Allied Health Professions, all of which are equipped with computers, internet access and projection equipment. Rooms are designed to be flexible and can be used for larger groups, and more informally for small groups working together. The learning resources available to students on the programme include:

- An extensive collection of materials relevant to undergraduate and postgraduate study held in both the main University Library on Keele campus, and in the Health Library on the campus of the University Hospital of North Midlands NHS Trust. A number of relevant journals are also accessible online and are accessible from anywhere in the world with a University username and password and internet access.
- The Keele Virtual Learning Environment (KLE) provides easy access to a wide range of learning resources including lecture notes, presentations and discussion boards enabling you to discuss topics with peers and tutors; all information about the programme; and all modules and other materials designed specifically for particular modules. It can also be used to develop reusable learning objects (RLOs) and integrate learning with assessment.
- The School of Allied Health Professions has a wide range of relevant teaching materials available including a large selection of anatomical models, a resource room which is equipped with a wide variety of speech and language therapy assessment materials and a simulation suite.

17. Additional Costs

During the programme there will be some additional mandatory costs:

Disclosure and Barring Service (DBS): Clearance for an enhanced DBS check is mandatory. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. There is also an online DBS update service to sign up for once the DBS certificate has been received, which allows employers to check DBS status and lets students keep their DBS certificates up to date online. The costs are an initial £47.60 plus £4.20 for a digital ID check (the preferred option) totalling £51.80 for the enhanced DBS check, plus £13 per year for the update service. If the applicant is unable to do the digital ID check because they may not have the required ID documents, they will just be charged £47.60.

Various vaccinations must be completed before students undertake their first Practice Experience module. These are required to protect students, their family and their patients from infections and/ or diseases that they may be exposed to whilst working as a student health professional. Obtaining these vaccinations and evidence of their completion is a student's responsibility and may be completed with their GP who will charge for these services. If students are unable to obtain vaccinations via their GP we will be able to arrange for a student to receive them at the University but students should be aware that they will be responsible for the cost incurred.

Occupational Health screening costs will be met by the School.

Students undertake a minimum of 565 hours of practice education before graduating. Typical hours will be

around 37.5 hours per week on practice education modules. During the first year approximately three weeks are spent in the practice environment with approximately five weeks in the second year, five weeks in the third year and nine weeks in year four of the programme. Practice education opportunities are allocated based on availability and a student's clinical experience profile. Students may be required to travel distances to complete practice experience and may prefer, therefore, to source accommodation for that time.

Variable costs associated with Practice Education:

There are some associated costs with attending practice education modules related to both travel expenses and accommodation. At the time of writing these costs are met by the NHS, subject to availability. We are awaiting communication from the Department of Health in regards to future funding arrangements which we are advised are likely to be reviewed on an annual basis.

Many students continue to fund their own university/private accommodation whilst accessing additional accommodation for less local practice experience settings.

Claim forms for travel costs must be submitted within six months from last day of the placement to be eligible for reimbursement.

Activity	Estimated Cost
Disclosure and Barring Service (DBS) and update service: Clearance for an enhanced DBS check is mandatory. £47.60 plus £4.20 for a digital ID check (the preferred option) totaling £51.80 for the enhanced DBS check, plus £13 per year for the update service	£90.80
Vaccines	TBC
Placement costs	Depends on location
Total estimated additional costs	£

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

18. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree

- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

19. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
http://www.qaa.ac.uk/quality-code
b. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations
c. The Royal College of Speech and Language Therapist's curriculum guidance (2021).

d. A Disabled persons Guide to becoming a Health Professional, Health and Care Professions Council

e. Standards of Education and Training, Health and Care Professions Council (2017) https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/

f. Standards of Proficiency, Health and Care Professions Council (2023) https://www.hcpc-uk.org/standards/standards-of-proficiency/

g. The Equality Act 2010

20. Annex - Programme-specific regulations

Programme Regulations: Speech and Language Therapy (pre-registration)

Final Award and Award Titles	MSci Speech and Language Therapy
Intermediate Award(s)	BSc (Hons) Communication Studies Diploma in Higher Education Certificate in Higher Education
Last modified	August2024
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1:

This programme varies from Regulation D5:

Students must successfully complete all assessments in all modules. There will be **no condonement** in any module or at any level. This is because the MSci Speech and Language Therapy programme is a professionally regulated programme that must meet the requirements of the Regulatory Body.

Variation 2:

This programme varies from Regulation C1, 1.1.: as required by the Health and Care Professions Council (HCPC) the maximum period of registration is the normal duration of the programme plus two years.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 09 August 2024

What's Changed

Maximum period of registration limited to normal length plus two years (HCPC requirement). SLT-10005 moved to SEM2, SLT-10011 moved to SEM1

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2024/25	MAXINE WINSTANLEY	26 June 2024	