

Module specification

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Module Code	SLT401
Module Title	Foundations in Professional and Evidence Based Practice
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100255
Cost Code	GALT
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Speech and Language Therapy	Core

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	3 hrs
Supervised learning hours e.g. practical classes, workshops	97.5 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	136.5 hrs
Placement hours	75 hrs
Guided independent study hours	134 hrs
Module duration (Total hours)	345.5 hrs

Module aims

- The professional modules span all three years and will support you to develop values, behaviours, knowledge and skills that are required to meet HCPC standards of proficiency and core professional capabilities. The core capabilities are communication, partnerships, leadership and lifelong learning, research and evidence based practice and professional autonomy and accountability.
- You will be encouraged to hone and adapt your reflective and self-evaluation skills to assess and inform your emerging competence as an SLT.

- You will be supported to develop personal values, attributes and behaviours as aligned to profession-specific and inter-professional ethical, professional and regulatory standards and guidelines.
- The modules also aim to provide you with a grounding in the principles of evidence synthesis, methodologies and research design that enables appropriate scientific enquiry and informs evidence-based practice.
- The modules are inter-disciplinary, there will therefore be a focus on sharing knowledge and skills and working effectively with others to identify and achieve common goals to improve health and wellbeing outcomes for local populations. You will be encouraged to explore the similarities and differences in healthcare professions and describe the unique value, knowledge and skill set of your own discipline.

Placement Hours - Level 4 – Foundations in Professional and Evidence Based Practice

Semester	Placement type	Placement days	Sessions	Placement hours
1	Pre-clinical: Nurse/school (Indirect)	5 (1 day per week)	10	37.5
1	Pre-clinical: Adult communication partner (Indirect)	5	10	37.5
2	Adult/paediatric initial practice placement (Direct)	10 (2 days per week)	20	75
2	Clinically related lectures/tutorials (Indirect)		6	22.5

Direct = overseen by an SLT, Total sessions (direct) = 20 (75 hrs)

Indirect = clinically related activities, Total sessions (Indirect) = 26 (97.5 hrs)

Module Learning Outcomes

At the end of this module, students will be able to:

1	Identify applications of scientific enquiry and evidence to inform professional practice.
2	Recognise the primary characteristics of qualitative and quantitative research philosophies and designs.
3	Engage in reflective practice.
4	Demonstrate knowledge, skills and competency in practice education.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1:

Students will complete a 2000 word written assignment covering research and reflection.

Assessment 2:

Students will complete clinical placement hours and competencies commensurate with Level 4, this may include EDS competencies.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1 - 3	Written Assignment	2000 words	100%	N/A
2	4	Practical	N/A	Pass/Fail	N/A

Derogations

- A minimum grade of 40% must be achieved and compensation is not permitted.
- Students must pass the clinical placement hours and competencies to progress to the next level of study.
- Students who fail the clinical placement in any year are permitted only one placement retrieval opportunity per module.
- Placements are pass/fail and are graded on competencies.
- Non completion of a clinical placement for a reason other than illness or extenuating circumstances will normally result in the placement being failed and a zero mark being awarded for it.
- Students will only be permitted one reassessment attempt for any failed assessment component in this module This reflects the importance of core professional knowledge and skills.

Learning and Teaching Strategies

The Active Learning Framework (ALF) will be utilised in the delivery of this module through synchronous and asynchronous content. It will consist of lectures, workshops, seminars, interactive online content and meaningful collaborations. The workshops will support class lectures and enable students to develop communication skills and foster creativity and innovation through the exploration of ideas, theories, frameworks and models to facilitate understanding. Students will be encouraged to share their peer feedback, reflections, learning and experiences with each other.

Clinical simulation practical's will be scheduled to offer the opportunity for students to practice clinical skills and techniques in a safe and familiar environment. Clinical placement preparation will include a clinical induction e.g., mandatory training, rules and regulations. Expectations of a first-year student. There will be one to one placement tutor support.

One to one academic support is offered via scheduled supervision to help students develop their research skills. Library services will also provide scheduled support for academic writing and research skills.

Independent study is expected to extend learning and consolidate knowledge and practical skills. Students will be encouraged to explore assessments and resources in their own time in pairs and small groups.

Welsh Elements

Students are entitled to submit assessments and sit examinations in the medium of Welsh. Proficient Welsh speakers can request to be provided with placement opportunities in communities that are predominantly Welsh speaking. This will be accommodated whenever possible but may be limited due to practice placement availability.

Indicative Syllabus Outline

The module will cover the following indicative content:

Research teaching

Foundations of research including philosophies, approaches, and project design.
Strategies and techniques that enable exploration and synthesis of the evidence base.

Clinical Placement

In-house placement preparation sessions
Practice-based learning through data gathering and treatment plans
Managing health & safety on clinical placement / in the workplace
Development of self-evaluation skills, reflective practice, and interpersonal and communication skills
HCPC Professional values, behaviours, ethics and standards of practice.

Clinical Education

Development of theory and clinical practice through practical sessions involving simulated clinical scenarios, including service user experience.
Theories, models and frameworks of best practice and person-centred care
Legal, ethical, and regulatory standards of care and governance within systems of health and social care
Local and national organisations that represent and campaign on behalf of people with communication and swallowing needs.

Clinical skills workshops

Hands-on experience with assessment and therapy resources
Group discussion of clinical issues and case studies
Reflection on own learning using models and frameworks as part of personal and professional development
Inter-professional learning and collaborative practice

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Aveyard, H., Sharp, P. (2017). *A Beginner's Guide to Evidence Based Practice in Health and Social Care*. 3rd ed. London: Open University Press.

Health Care Professions Council (HCPC). 2013. Standards of Proficiency. <https://www.hcpc-uk.org/standards/standards-of-proficiency/>

Other indicative reading:

Aveyard, H. (2019). *Doing a Literature Search in Health and Social Care: A Practical Guide*. 4th ed. London: Open University Press.

Coolican, H. (2019). *Research Methods and Statistics in Psychology* (7th ed.). Routledge.

Mligo, E.S. (2016). *Introduction to Research Methods and Report Writing: A Practical Guide for Students and Researchers in Social Sciences and the Humanities*. Eugene: Wipf and Stock Publishers.

Polgar, S., Thomas, S.A. (2019). *Introduction to Research in the Health Sciences*. 7th ed. Amsterdam: Elsevier.

Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students*. 2nd ed. Los Angeles: SAGE.

Websites

Health and Care Professions Council, Standards of Conduct, Performance and Ethics
www.HCPC-uk.org

Health and Care Professions Council www.HCPC-uk.org

Royal College of Speech and Language Therapists, Clinical Guidelines, CQ Live
www.RCSLT.org

Administrative Information

For office use only	
Initial approval date	31/08/2022
With effect from date	01/09/2022
Date and details of revision	May 2025 – updated assessment strategy for implementation from Sep 2025.
Version number	2