

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	SLT501
Module Title	Speech and Swallowing
Level	5
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	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

Module aims

The aim of this module is to build on learning from the 'Life Sciences' and 'Communication and swallowing across the lifespan' modules at level 4 and apply this specifically to the processes of speech and swallowing, the SLT and wider teams' role within these areas. Study will focus on speech and swallowing difficulties associated with developmental and acquired motor impairments. You will be encouraged to consider how the epidemiology fits with the wider determinants of health and to consider a holistic, strengths-based approach to intervention. Apply professional and ethical reasoning and skills with theory and case data to inform practice.

Module Learning Outcomes

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

1	Appraise the evidence base for management decision making for clients with speech and/or swallowing difficulties.
2	Describe and evaluate the importance of interdisciplinary teamwork in the clinical management of speech and swallowing difficulties.
3	Identify goals for intervention tailored to the individual, with reference to the evidence base.
4	Evaluate the impact of speech and swallowing difficulties on the health and well-being of the individual.

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.

Formative Feedback: There will be opportunities for students to prepare and practice in readiness of the summative assessment.

Summative Assessment: Interdisciplinary Case-Based Assessment

Students will complete an interdisciplinary case-based assessment, where they review a clinical case, interact with relevant materials, and present a structured session plan to an assessment panel.

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

Derogations

A minimum grade of 40% must be achieved to permit progression to Level 6. No compensation is available.

Learning and Teaching Strategies

Using the spiral curriculum approach, this module follows, and further develops, the foundation knowledge gained from the 'Introduction to Life Sciences' and 'Communication and Swallowing Across the Lifespan' modules, with a specific application to the processes of speech and swallowing. There will be holistic overview of speech and language therapy practice applied to these processes as well a focus on specific conditions. Real and simulated case studies will help bring the theory to life.

A blended learning approach, a balance between classroom elements and digitally enabled (online) activity, will be used during the delivery of this module. Face-to-face sessions and online educational materials, using the University's Virtual Learning Environment (VLE) – Moodle, will be combined to allow more flexibility over the time, place, and pace of your study.

There will be directed pre-session materials that will prepare you for the synchronous learning that takes place in real time in the form of seminars or workshops. Post-session learning materials, such as additional reading, worksheets, and quizzes, will be provided to amalgamate and further your understanding of the topics covered. Learners have a responsibility to manage and engage with the asynchronous learning course materials (video clips, recorded lectures, forums, readings, and quizzes) available on Moodle. Face-to-face sessions – or synchronous learning - will allow students to develop their understanding of a topic through further discussions and tutor-led problem-based tasks and other learning activities. Teaching will be delivered through seminar style sessions incorporating group and peer discussion, feedback, self-reflection, critical thought, and problem-solving skills.

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

Throughout the module we will look at clinical decision making, case management with rationale, the role of the multi-disciplinary team, onward referrals and the impact on the service user's health and wellbeing. We will consider informed consent and the need to respect and uphold the rights, dignity, values and autonomy of the service user including their role in the decision-making process.

- Developmental and congenital conditions such as:
 - developmental verbal dyspraxia
 - dysarthria(s)
 - Stammering
 - Cleft lip and / or palate
 - Eating, drinking swallowing difficulties
- Acquired motor speech conditions
 - Neurological
 - Apraxia of speech
 - Dysarthrias
 - Dysphonia
 - Structural / surgical
- Disordered Eating, drinking, swallowing
 - Elderly swallow/presbyphagia and acute illness
 - Neurological
 - Structural / surgical
 - Other
 - Medication
 - Psychological
 - Rare conditions e.g., HIV

Indicative Bibliography

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

Essential Reads:

Groher, M.E. and Crary, M.A. (2021) *Dysphagia: clinical management in adults and children*. Third edition. St. Louis, Missouri: Elsevier.

Freed, D.B. (2020) *Motor speech disorders: diagnosis and treatment*. Third edition. San Diego, CA: Plural Publishing Inc.

Other indicative reading:

Campbell, P., Constantino, C., & Simpson, S. (2019). *Stammering Pride and Prejudice: Difference not Defect*. 2019. Guildford: J&R Press Ltd

Cocks, S. & Harding, C. (2012). *Developing clinical skills in dysphagia: a guide for speech and language therapists*. Guildford: J&R Press Ltd

Daniels, S.K., Huckabee, M.-L. and Gozdzikowska, K. (2019). *Dysphagia Following Stroke*. 3rd Ed. San Diego: Plural Publishing, Incorporated.

Duffy, J.R. (2020). *Motor Speech Disorders: Substrates, Differential Diagnosis, and Management*. Fourth edition. Edinburgh: Elsevier.

Leonard, R., & Kendall, K. (Eds.). (2017). *Dysphagia Assessment and Treatment Planning: A Team Approach*. Fourth edition. San Diego, CA: Plural Publishing, Incorporated.

Newman, R. & Nightingale, J. (Eds.). (2012). *Video Fluoroscopy: A Multidisciplinary Team Approach*. San Diego: Plural Publishing Inc

Yorkston, K.M. et al. (2012), *Management of Speech and Swallowing Disorders in Degenerative Diseases*. 3rd ed. Pro-Ed.

Administrative Information

For office use only	
Initial approval date	31/08/2022
With effect from date	01/09/2023
Date and details of revision	May 2025 – updated assessment strategy.
Version number	2