Module specification

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Module code	SLT505
Module title	Developing Professional and Evidence Based Practice
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100255
Cost Code	GADT

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Speech and Language Therapy	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	3 hrs
Supervised learning e.g. (SLT indirect placement hours including simulation hours)	60 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**93** hrs
Placement / work-based learning (SLT direct placement hours)	195 hrs
Guided independent study	120 hrs
Module duration (total hours)	**408** hrs

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Initial approval date	
With effect from date	Sept 2023

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 support your developing knowledge of the principles of evidence synthesis, methodologies and research design that enables appropriate scientific enquiry, informs evidence-based practice and underpins career-long learning.
- The modules have an inter-disciplinary focus, there will therefore be opportunities to share knowledge and skills and work 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 reflect upon the unique value, knowledge and skill set of your own discipline.

Placement Hours - Level 5 – Principles of Professional and Collaborative Practice

Semester	Placement type	Placement days	Sessions	Placement hours
1	Clinical Placement adult/paediatric (Direct)	6 days (2 days per week)	12	45
1	Clinically related lectures/tutorials (Indirect)		8	30
2+	Clinical Placement adult/paediatric (Direct)	20 (5 days per week)	40	150
2	Clinically related lectures/tutorials (Indirect)		8	30

Direct = Overseen by a SLT Total sessions (direct) = 52 (195 hours)

Indirect = Clinically related activities Total sessions (indirect) = 16 (60 hours)

Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify and critically evaluate the current literature and evidence base in a chosen topic area.
2	Design an appropriate research project to address an identified gap in the evidence base: justify the chosen methodology, highlight potential limitations, consider ethical issues and discuss potential clinical implications.
3	Plan and discuss a clinical assessment and intervention approach with appropriate theory and clinical rationale from a range of sources.
4	Demonstrate knowledge, skills and competency in practice education commensurate with Level 5.

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: Learning Log – please see module handbook for further details.

Assessment 1: Students will complete a 2000 word written assignment covering research.

Assessment 2: Students will complete a 1000-word plan and will present their findings orally to a panel.

Assessment 3: Completion of clinical placement hours and competencies commensurate with Level 5, these may include EDS competencies.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-2	Written Assignment	75%
2	3	Presentation	25%
3	4	Practical	Pass / Fail

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 any 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 as tailored to a second-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 projects. 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.

Indicative Syllabus Outline

The module will cover the following indicative content:

Research teaching
- Literature review
- How to select a research topic
- Data analysis techniques and their application – qualitative and quantitative
- How to apply for ethical approval
- Research ethics, health and safety, and issues of sustainability in research

Service Evaluation and Development
- Audit cycle
- Efficacy and effectiveness
- Service evaluation and development
- Local and national audits and implications for SLT practice/evaluating outcomes
- Local and national quality standards as relevant to SLT practice
- Patient reported outcomes measures and patient and public involvement
- Outcomes measures for a range of purposes – local and national

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
- Further development of self-evaluation skills, reflective practice and personal responsibility for clinical learning through supported opportunities
- Building professional relationships and maintaining high standards
- Supervision and mentoring

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
- Service user's dignity, values, rights, wishes and autonomy in the diagnostic and therapeutic process
- Informed consent
- Problem solving and personal responsibility (decision making)

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
- Collaborative professional skills in the context of uni-professional and inter-professional working

Indicative Bibliography:

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

Essential Reads

Enderby, P. & John, A. (2019). *Therapy Outcome Measure – User guide and scales.* J&R Press

Higgs, J., Jensen, G.M., Loftus, S., Christensen, N. (2018). *Clinical Reasoning in the Health Professions*. 4th ed. Edinburgh: Elsevier

Other indicative reading

Bolton, G., Delderfield, R. (2018). *Reflective Practice: Writing and Professional Development*. 5th ed. London: SAGE.

Egan, G. (2018). *The Skilled Helper: A Client Centred Approach*. Cengage Learning: London

Irwin D L, Pannbacker M & Lass N J (2013) *Clinical Research Methods in Speech-Language Pathology and Audiology* (2nd ed). San Diego: Plural Publishing

Read, J (2014) *A Guide to Clinical Placements in Speech and Language Therapy.* Croydon: J and R Press

Websites

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

Health and Care Professions Council, Standards of Proficiency for Speech and Language Therapists www.HCPC-uk.org

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

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication