Module specification

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Module Code	SLT603
Module Title	Advanced Professional Practice
Level	6
Credit value	40
Faculty	SLS
HECoS Code	100255
Cost Code	GALT

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	24 hrs
Placement tutor support	3 hrs
Supervised learning e.g. (SLT Indirect placement hours)	60 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**87** hrs
Placement / work-based learning (SLT direct placement hours)	195 hrs
Guided independent study	120 hrs
Module duration (total hours)	**402** hrs

For office use only	
Initial approval date	
With effect from date	Sept 2024
Date and details of revision	

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 transition to readiness as an SLT.
- You will be supported to hone personal values, attributes and behaviours as aligned to profession-specific and inter-professional ethical, professional and regulatory standards and guidelines in readiness to graduate.
- You will reflect on the process of inter-disciplinary team working and appraise your own and other's professional contribution in achieving outcomes for service users.
- This module aims to enhance the student's underpinning knowledge, project management, leadership, and problem-solving skills to undertake a process of service improvement within the delivery of health and social care. The focus of the taught content is to ensure that care standards, quality assurance mechanisms, improvement methodologies, process and strategies are fully considered and incorporated into the project.

Placement Hours - **Level 6 - Advanced Professional Development and Practice**

Semester	Placement type	Placement days	Sessions	Hours
1	Clinical Placement adult/paediatric (Direct)	20 (4 days a week)	40	150
1	Clinically related lectures/tutorials (Indirect)		8	30
2	Clinical Placement adult/paediatric (Direct)	6 (1 day per week)	12	45
2	Clinically related lectures/tutorials (Indirect)		8	30

Direct = Overseen by a SLT   **- Total sessions (direct) = 52 (195 hrs)**

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

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

1	Integrate professional and ethical reasoning and problem-solving skills with theory and case data to inform practice, including hypothesis-based assessment and differential diagnosis.
2	Plan, implement and discuss clinical assessments and interventions and demonstrate the necessary communication skills and clinical techniques (including profession specific competencies) and strategies sufficient to support these interventions.
3	Apply the legislative, policy, theoretical frameworks and improvement methods that influence health, social care and public health issues to propose an area of service delivery improvement.
4	Demonstrate knowledge, skills and competency in practice education commensurate with Level 6.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment tasks 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 task: Students will be required to participate in an 'interview' in their final professional module, to demonstrate their graduate skills, knowledge and attributes. Learning log is completed by the end of this professional module.

Assessment 1: Clinical exam

Assessment 2: Coursework - 3000 words. Theme leadership & innovation. (Dragon's Den, business plan or leaflet for service users/families)

Assessment 3: Completion of clinical placement hours and competencies commensurate with Level 6. Totalling a minimum of 375 placement hours and16/20 EDS competencies.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2,	Oral Assessment	60%
2	3	Coursework	40%
3	4	Practical	Pass/ Fail

Derogations

- A minimum pass mark of 40% must be achieved in assessments 1 and 2 and compensation is not permitted. 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.
- To be awarded a BSc (Hons) Speech and Language Therapy the student must successfully complete and pass all clinical placement components including eating, drinking and swallowing competencies to be deemed competent to practice in this area.
- Students who fail their second placement in their final year leave with an ordinary degree in Human Communication Studies and this does not confer eligibility to register with HCPC.

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. There will be one to one placement tutor support.

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.

Clinical tutorials and case-based learning groups provide opportunities to integrate theory and practice through exploration of individual and peer learning in relation to relevant professional, clinical and theoretical dimensions.

Indicative Syllabus Outline

Clinical Placement

- Supervision models and methods
- Ethical dimensions related to practice.
- Team working dynamics & conflict resolution
- Models and frameworks of holistic person-led care
- Collaborative goal setting – principles and practice
- Social, cultural and linguistic factors and implications for SLT intervention
- Reflection on learning in practice
- Giving and receiving feedback
- Transition to practice personal development plans and learning logs

Leadership and Innovation

- Emerging technologies in delivery of services
- Assistive technologies AAC
- Business and innovation as applied to healthcare and the public sector
- Clinical business skills – finance
- Leadership at all levels – power of influence, persuasion, and emotional intelligence
- NHS – long term plan and implications for SLT

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure correct referencing format is being followed as per University referencing guide.*

Essential Reads

Cottrell, S. (2021). *Skills for Success: Personal Development and Employability*. 4th ed. London: Red Globe Press.

Stokes, J., & McCormick, M. (2015). *Speech and Language Therapy and Professional Identity: Challenging Received Wisdom*. J & R Press.

Other indicative reading

Moon, J. (2004). *Reflection in Learning and Professional Development*. Routledge

Roddam, H., & Skeat, J. (2010). *Embedding Evidence-based Practice in Speech and Language Therapy: International Examples*. Wiley Blackwell.

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

ICan – What works database What works database

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
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

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