

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BSc (Hons)
1.5 FHEQ Level:	4, 5 & 6
1.6 Programme Title:	Speech and Language Therapy
1.7 Mode and Duration of Study:	Full Time – 3.5 years Part Time – up to 7 years
1.8 School:	Health, Wellbeing and Social Sciences
1.9 HECoS Code:	100255
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	B620
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). In line with the Health and Care Professions Council standards for SLT, applicants who do not have English as their first language and/or have not received their education through the medium of English must achieve an International English Language Testing System (IELTS) score of 8 with no element below 7.5 at the start of the programme. All short-listed candidates will be invited to interview. All students will be required to evidence enhanced disclosure and barring service clearance prior to their first placement. Once accepted, all students will be required to complete an occupational health screening to ensure that they are fit to practice in a healthcare setting including completing all required vaccinations before the first placement.
1.13 Accrediting Professional Body/PSRB:	Health & Care Professions Council (HCPC) Royal College of Speech & Language Therapists (RCSLT)
1.14 QAA Subject Benchmarking Group(s):	N/A

1.15 Other External Points of Reference:	<p>HCPC Standards of Proficiency – Speech and Language Therapists (2023)</p> <p>HCPC Standards of Education and Training (2017)</p> <p>HCPC Standards of Conduct, Performance and Ethics (2024)</p> <p>HCPC Guidance on Conduct and Ethics for Students (2016)</p> <p>Royal College of Speech and Language Therapists (RCSLT) Curriculum Framework for the Pre-registration Education of Speech and Language Therapists (2021)</p> <p>RCSLT competencies in eating, drinking and swallowing for the pre-registration of SLTs (2021)</p> <p>RCSLT Practice based learning guidance (2021)</p> <p>AHP Principles of Practice based learning (2023)</p> <p>Framework for Higher Education Qualifications (FHEQ)</p> <p>Committee of Representatives of Education of Speech and Language Therapists (CREST)</p>
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	<p>150 sessions (1 session = 3.75 hours) of practice placement supported by SLT service providers across the South West.</p> <p>These sessions must include the following:</p> <ul style="list-style-type: none"> • 30 sessions with adults • 30 sessions with children • 60 <i>hours</i> of dysphagia experience including <ul style="list-style-type: none"> - at least 30 <i>hours</i> of direct, SLT supervised adult patient facing contact and at least 10 <i>hours</i> of direct, SLT supervised paediatric patient facing contact. <p>Placement based learning opportunities may include work in a variety of health, education and social care settings in both statutory and private, voluntary and/or independent services.</p>
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	October 2024
1.21 Date of Commencement:	September 2025
1.22 Review Date:	By August 2031

2. Programme Outline

The BSc (Hons) Speech and Language Therapy (SLT) is a vocational degree that prepares graduates to apply for registration with the Health and Care Professions Council (HCPC) as Speech and Language Therapists upon successful completion of the programme. HCPC registration is a mandatory requirement to practice using the protected titles of *Speech Therapist* and *Speech and Language Therapist* in the UK. This degree, along with professional registration, enables graduates to work in health, education, and social care settings across the National Health Service (NHS), private, voluntary, and independent sectors.

Programmes approved by the HCPC undergo an ongoing detailed approval, monitoring, and audit process, which is aligned with the Standards of Education and Training (SETs) and Standards of Proficiency (SOPs). Continued Royal College of Speech and Language Therapists (RCSLT) accreditation is based on the delivery of the national curriculum guidance and standards for pre-registration training.

The full-time programme lasts 3.5 years (3 years and 1 semester). A flexible part-time route (up to 7 years) is also offered to accommodate students who need to study part-time, either throughout the programme or during specific periods. Students can typically change their study route between academic levels, though in exceptional cases, students may need to alter their route midway through a level. In such cases, clear guidance will be offered as to how this will need to be structured.

The programme is designed to build fundamental, foundational knowledge across the duration of year 1, covering topics such as linguistics, bioscience, phonetics, phonology, and human development. These core areas form the basis for all clinical and theoretical learning in subsequent years. Each year includes a professional knowledge and skills module that specifically supports placements and professional development. Theory and practice are integrated throughout the programme, with a range of placement experiences alongside academic learning to help students develop skills in both academic and workplace settings.

Teaching is evidence-informed, and students learn to source, interpret, critique, and apply research to their practice through the embedded research curriculum, culminating in a research project in the final semester. The academic and practice-based curriculum equips students with the knowledge, skills, and values needed for lifelong learning in the modern workplace.

Successful completion of an HCPC-approved programme makes graduates eligible to apply for HCPC registration. In line with RCSLT recommendations, students are advised to complete the degree within two years of the typical duration to ensure the currency of their knowledge and experience. This flexibility allows students to pause their studies, if necessary, in line with University regulations, without having to withdraw from the programme.

For students who achieve a reduced number of credits or who do not successfully complete the professional elements of the programme, a range of non-clinical exit routes are available, including the award of BSc (Hons) Human Communication Studies (upon completion of at least 360 credits). However, these non-clinical exit awards do not allow students to apply for HCPC registration or to practise as a Speech and Language Therapist.

2.1 Integrating Sustainability into the Curriculum

Higher education has the potential to be a catalyst for sustainable development, benefiting both current and future generations. The SLT programme team is committed to developing students'

sustainability literacy, considering the long-term impact of their education and enabling them to live and work sustainably. We focus on promoting student wellbeing, building resilience, and empowering students to become global citizens. This, in turn, enhances their employability and broadens their impact on the world. Our approach is rooted in the broad concept of sustainability, which includes respect for human rights, equality, social and economic justice, intergenerational responsibilities, and cultural diversity.

Through critical reflection and engagement with self, others, and the global community, we encourage students to clarify their values and contribute to a sustainable future. These skills are fostered through reflexive accounts, learning journals, discussion groups, and more traditional seminar sessions. Critical reflection and appraisal are integral to continuing professional development and are essential for both personal development, the advancement of the profession, and wider health, education, and social care contexts.

In line with RCSLT's environmental vision (2024), the programme highlights our profession's role in prevention, health promotion, and empowerment, contributing to a more sustainable health service and a healthier future population. The curriculum incorporates cross-cutting sustainable development themes outlined in the Future Fit Framework (2012), such as interdependence, citizenship, stewardship, needs and rights, diversity, and quality of life.

Alongside the Marjon Zero Project, which aims to make our university one of the greenest in the country, we take a proactive approach to reducing our environmental impact, for example mitigating emissions through design including the use of e-technologies.

The programme also uses a variety of authentic pedagogical approaches to enable students to apply their learning and to develop systemic thinking and analysis including real-world case studies, data-based learning, and project-based learning. Participatory learning is emphasized, with peer and group activities that foster experiential learning, crucial for both academic and clinical development. Simulation, role-play and case-based learning encourage students to think creatively about future challenges. Collaborative learning is further supported through contributions from specialist guest speakers, including SLT experienced speakers, as well as interprofessional education opportunities with students from other disciplines, both at the university and whilst on placement.

The programme has established, strong regional partnerships with placement providers, many of whom are future employers of our graduates, contributing to sustainable health, education, and social care services across the South West and beyond. We actively promote voluntary work through a range of opportunities, including our busy on-site clinic, which delivers a range of services both from our clinic base and in the local community.

3. Distinctive Features

Our programme offer is very well established having welcomed pre-registration SLT students to Marjon since the early 1990s. It is currently the only undergraduate pre-registration programme in the South West and our graduates are highly sought after across the region and beyond. We are able to offer students a broad range of placement opportunities across a variety of placement settings, client groups and communities allowing them to experience how the delivery of health, education and social care are influenced by social and contextual factors. The programme has close links with all regional SLT services and external clinical colleagues work closely with us on curriculum design and delivery, recruitment and placement provision.

Our specialist lecturers have a wide range of clinical and research expertise which allows them to deliver high quality, authentic, clinically focused teaching and learning. The majority of the team are HCPC registered SLTs which means that all teaching is applied to the SLT context. Non-SLT lecturers are specialists in their taught subject area e.g. phonetics, sociology and are highly experienced in working with pre-registration SLT students in training. As a department, we have proven experience of working in partnership with practice educators to support students to successfully gain pre-registration dysphagia competencies since 2009.

On the programme and across the University, our students have access to excellent support including a dedicated personal development tutor from the programme team throughout their programme, an established process for supporting reasonable adjustments for placement as well as for academic work, excellent central support services and a strong sense of community across the University. In addition, we offer flexible study routes-allowing students to move between full and part time study at key points in response to personal circumstances as required.

As part of the University's expanding Department of Allied Health and Nursing the programme enjoys access to high quality facilities including a teaching kitchen to support the dysphagia curriculum and our purpose-built health and wellbeing clinic spaces. Our busy, in-house SLT clinic with specialist therapists provides services in the local community and to individuals on an outpatient basis and offers student placement opportunities to all year groups. The programme also has over 20 years' experience of using a range of clinical simulation opportunities to support the practice and development of key clinical skills including technology enhanced simulations, work with medically trained actors and access to the University's clinical simulation suite.

4. Programme Aims

The primary goal of this programme is to produce high-quality graduate Speech and Language Therapists ready to enter the workforce by equipping students with the knowledge and skills necessary to successfully complete their degree and gain eligibility for HCPC registration. Through a comprehensive curriculum and integrated placement experiences, the programme aims to develop competent, confident, and research-informed professionals capable of supporting social and communicative inclusion and participation for all. Across their pre-registration training, students will develop:

- A sound understanding of the core disciplines that underpin speech and language therapy.
- Analytical, scientific, critical thinking and reflexive skills including the ability to reflect on and evaluate their own clinical practice.
- Their professional identity and a practical understanding of the responsibilities and duty of care which are central to the role of a speech and language therapist.
- The ability to work as a member of interprofessional & interagency teams to provide non-discriminatory, person-led care.
- As independent, life-long learners who engage in continuing professional development throughout their careers.
- A detailed understanding of the application of research methodologies applicable to clinical work and research-informed practice.
- The ability to generate their own clinical research questions to become clinical researchers of the future.

5. Programme and Level Learning Outcomes

On successful completion of the programme graduates will be eligible to apply for admission to the HCPC Register as a Speech and Language Therapist. The programme outcomes therefore enable graduates to meet the HCPC Standards of Proficiency for Speech and Language Therapists according to which, registrant Speech and Language Therapists must be able to:

1. Practise safely and effectively within their scope of practice
 2. Practise within the legal and ethical boundaries of their profession
 3. Look after their own health and wellbeing, seeking appropriate support where necessary
 4. Practise as an autonomous professional, exercising their own professional judgement
 5. Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner
 6. Understand the importance of and maintain confidentiality
 7. Communicate effectively
 8. Work appropriately with others
 9. Maintain records appropriately
 10. Reflect on and review practice
 11. Assure the quality of their practice
 12. Understand and apply the key concepts of the knowledge base relevant to their profession
 13. Draw on appropriate knowledge and skills to inform practice
 14. Establish and maintain a safe practice environment
 15. Promote and prevent ill health
- (HCPC Standards of Proficiency: Speech and language therapists 2023)

Level 4 Learning Outcomes

Knowledge & understanding:

By the end of this level students will be able to demonstrate:

1. Knowledge and understanding of phonetic, linguistic and psycholinguistic theories.
2. Knowledge and understanding of biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing.
3. Knowledge and understanding of psychological and sociological perspectives relevant to service users, carers and their context.
4. An awareness of the diversity of individuals' backgrounds, including awareness of cultural groups, protected characteristics and social class.
5. An awareness of the potential impact of speech, language, communication swallowing disorders on individuals, their families and communities.
6. An awareness of ethical issues in speech and language therapy with an ability to discuss these in relation to personal beliefs and values.

Intellectual skills:

By the end of this level students will be able to demonstrate:

1. The ability to analyse a range of speech, language, communication and/or swallowing information and data using provided frameworks and principles.
2. The ability to synthesise, understand and compare speech, language, communication and/or swallowing data and evidence with direction and close supervision.
3. The ability to evaluate the reliability of clinical and research data using defined techniques and/or tutor guidance.

4. An awareness of the potential complexity of speech, language, communication and/or swallowing presentations and an appreciation of the need to respond flexibly to change and challenge in the theoretical, political, social and cultural context of speech and language therapy.

Practical skills:

By the end of this level students will be able to demonstrate:

1. The ability to act in defined contexts using a range of specified techniques appropriate to the diagnostic and therapeutic processes for speech, language, communication and/or swallowing disorders e.g. observational assessment, phonetic transcription skills.
2. The ability to deliver person-centred inclusive, non-discriminatory and evidence-based intervention under direction and close supervision to people with speech, language, communication and/or swallowing needs through effective therapeutic relationships in more predictable health, education and social care contexts.
3. An awareness of the need to work as part of a team to deliver speech and language therapy services, including awareness of who that team might include.
4. The ability to operate within the legal and ethical boundaries of the profession with direction & close supervision, protecting the service user's interests, and participating in practices that uphold professional duties such as those of informed consent, confidentiality and record keeping.

Transferable / key skills:

By the end of this level students will be able to demonstrate:

1. The ability to organise and communicate information using established criteria evidencing appropriate proficiency in spoken and written English to audiences in familiar contexts.
2. The ability to meet obligations to others when working as a member of a group e.g. tutors, peers, SLT and multidisciplinary colleagues within health, education and social care.
3. An awareness of professional working practices and relationships in different contexts.
4. The ability to interpret and use feedback from a range of sources including professional, clinical and academic supervisors and peers to improve own performance.
5. The ability to work within an appropriate ethos, using and accessing a range of learning resources as appropriate to the assessment and management of speech, language, communication and/or swallowing disorders.
6. The ability to take responsibility for own learning with support, including evaluating own strengths and areas for development using critical reflection skills within clearly defined criteria.
7. the ability to search, source and synthesise the evidence base for speech and language therapy including service user perspectives.

Level 5 Learning Outcomes

Knowledge & understanding:

By the end of this level students will be able to demonstrate:

1. Detailed, secure knowledge of phonetic, linguistic and psycholinguistic theories.
2. Detailed, secure knowledge of biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing.
3. Detailed, secure knowledge of psychological and sociological perspectives relevant to service users, carers and their context.

4. Detailed knowledge of the diversity of individuals' backgrounds, including awareness of cultural groups, protected characteristics and social class and potential impacts on the diagnostic and therapeutic processes for speech, language, communication and swallowing disorders.
5. A detailed and secure understanding of the variety of sources of clinically and theoretically relevant evidence relevant to speech, language, communication and swallowing disorders.
6. A detailed and secure understanding of the need to continually update knowledge and understanding in an evolving evidence base including an ability to evaluate and debate issues relating to speech and language therapy.

Intellectual skills:

By the end of this level students will be able to demonstrate:

1. The ability to analyse a range of speech, language, communication and swallowing data in context including those that are more complex or contradictory in a professionally considered manner.
2. Using evidence-based practice, the ability to select appropriate professional diagnostic and therapeutic approaches with support and critically evaluate alternative methods and techniques.
3. The ability to identify, evaluate and synthesise concrete and abstract data and/or evidence to consider clinically appropriate assessment and intervention options.
4. The ability to identify, collect and interpret and evaluate relevant data in order to participate in the evaluation of intervention efficacy and effectiveness.
5. The ability to flexibly respond to change and challenge in the theoretical, political, social and cultural contexts of speech and language therapy including awareness of potential problem-solving approaches.

Practical skills:

By the end of this level students will be able to demonstrate:

1. The ability to provide appropriate, evidence-based diagnostic assessment under supervision to people with a range of developmental and acquired speech, language, communication and swallowing disorders.
2. The ability to deliver person-centred inclusive, non-discriminatory and evidence-based intervention under supervision to people with speech, language, communication and/or swallowing needs through effective therapeutic relationships in health, education and social care contexts of varying complexity and predictability.
3. The ability to work alongside individuals, their families/representatives, and other members of the multi-disciplinary/multi-agency team to promote social and communicative inclusion and participation.
4. The ability to operate within the legal and ethical boundaries of the profession with direction, protecting the service user's interests, and participating in practices that uphold professional duties such as those of informed consent, confidentiality, record keeping, candour and duty of care.
5. The ability to act with increasing autonomy within the scope of professional practice and defined professional guidelines with appropriate direction, taking responsibility for actively seeking support when required.

Transferable / key skills:

By the end of this level students will be able to demonstrate:

1. The ability to organise and communicate information using a range of relevant criteria evidencing appropriate proficiency in spoken and written English, to a variety of audiences in unfamiliar contexts of increasing complexity.
2. The ability to interact effectively within a team (uni- and multiprofessional/agency) across different professional contexts, giving and receiving information and ideas.
3. The ability to establish and maintain appropriate professional relationships with others including peers, educators, service users, their families and other service providers.
4. The ability to seek and make use of feedback from professional, clinical and academic supervisors and peers to improve own performance.
5. A secure ability to take responsibility for own learning, with minimal direction, using resources relevant to speech and language therapy and understanding the obligation to maintain fitness for professional practice through critical reflection including on own health and wellbeing.
6. The ability to establish and represent the views of service users within an appropriate scope of practice contributing to the continued development of an inclusive evidence base.
7. The ability to effectively collect and interpret information from a range of sources to support decisions around the design, delivery and communication of speech and language therapy services across the lifespan, including supervised interpretation of standardised assessments where relevant.

Programme Level Outcomes

Knowledge & understanding:

By the end of this level students will be able to demonstrate:

1. A comprehensive, critical understanding of phonetic, linguistic and psycholinguistic theories considering typical and atypical mono- and multi-lingual speakers.
2. A comprehensive, critical understanding of biomedical and medical sciences as relevant to the development and maintenance of communication and swallowing.
3. A comprehensive, critical understanding of psychological and sociological perspectives relevant to service users, carers and their context.
4. A comprehensive, critical understanding of the diversity of individuals' backgrounds, including awareness of cultural groups, protected characteristics and social class.
5. A comprehensive, critical understanding of the scope and breadth of evidence based diagnostic and therapeutic processes for speech, language, communication and/or swallowing disorders, including an appreciation of own knowledge limitations.
6. A comprehensive, critical understanding of the role of speech and language therapy in health promotion and education, including the influences of wider determinants of health on general health and wellbeing, with a specific focus on communication and swallowing.
7. A critical understanding of theories of research design and methodologies and the application of theory, evidence and service user perspectives to clinical decision making and the critical evaluation of practice.
8. A critical understanding of contemporary service delivery, debates and issues relevant to the profession including an understanding of the provisional nature of knowledge and a commitment to understand and comply with regulatory, legal and ethical dimensions of practice and frameworks that govern speech and language therapy.

Intellectual skills:

By the end of this level students will be able to demonstrate:

1. A highly developed ability to locate, critically evaluate, and analyse all forms of evidence including published evidence, quantitative and qualitative clinical and theoretical data, to support and evaluate professional practice.
2. A highly developed ability to evaluate quality, efficacy and validity of research and knowledge and participate in quality management including clinical governance and outcome measurement.
3. The ability to evaluate, analyse, synthesise and present concrete and abstract data and/or evidence to design and generate appropriate, high quality and evidence informed intervention and outcomes.
4. The ability to monitor own practice and service delivery through clinical governance and quality assurance processes, including outcome measurement, working towards continual improvement.
5. The ability to respond adaptively to change and challenge in the theoretical, political, social and cultural contexts of speech and language therapy, including identifying complex and/or contradictory information or situations and applying clinical reasoning and problem-solving skills to these.

Practical skills:

By the end of this level students will be able to demonstrate:

1. The ability to provide appropriate, evidence-based diagnostic assessment to all people with developmental and acquired speech, language, communication and/or swallowing disorders using professionally relevant skills e.g. observational, standardised and instrumental assessments, phonetic transcription and linguistic analysis.
2. The ability to offer person-led, inclusive, non-discriminatory, and evidence-based SLT intervention and management through effective and collaborative therapeutic relationships in complex and unpredictable health, education and social care contexts.
3. The ability to work in effective partnership with individuals, their families/representatives, and other members of the multi-disciplinary/multi-agency team to promote social and communicative inclusion and participation including the ability to use and support others to use inclusive communication approaches.
4. The ability to operate within the legal and ethical boundaries of the profession, protecting the service user's interests, and adhering to the professional duties such as those of informed consent, confidentiality, record keeping, candour and duty of care.
5. The ability to practise autonomously within the scope of professional practice and agreed standards of proficiency, exercising own professional judgement to make informed decisions and knowing when and how to seek support as required.

Transferable / key skills:

By the end of this level students will be able to demonstrate:

1. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in spoken and written English, using selected criteria to audiences in complex contexts.
2. A highly developed ability to adapt their own communication style effectively and appropriately for a range of individuals with and without communication differences, their families and representatives, other professional groups and the wider public.
3. The ability to interact effectively within a team (uni- and multiprofessional/agency) across different and complex professional contexts, recognising, supporting and demonstrating appropriate levels of leadership, negotiation and conflict management.

4. A highly developed ability to seek and make use of feedback from self and professional, clinical and academic supervisors and peers to continually improve both own performance and service delivery.
5. A confident ability to be a self-directed learner, demonstrating a commitment to continuing professional development using a wide range of relevant resources and understanding the obligation to maintain fitness for professional practice through critical reflection, lifelong learning and active management of own health and wellbeing.
6. The ability to advocate for current and future service users of speech and language therapy within an appropriate scope of practice (including making onward referrals when required), contributing to the continued development of an inclusive evidence base, knowing how and when to challenge barriers to inclusion and implement change.
7. The ability to effectively collect, synthesise and interpret information, data and evidence from a range of sources in the design, delivery and communication of speech and language therapy services across the lifespan, including appropriate interpretation of standardised assessments where relevant.

6. Learning and Teaching Methods

On the SLT programme, our learning and teaching strategy is designed to:

- Foster a sense of belonging to the cohort, department, school, university, and profession.
- Encourage active, critically engaged learning through authentic, real-world application and critical reflection.
- Develop solution-focused thinking to support creative problem-solving and decision-making skills.
- Promote collaboration within and across programmes.

Learning and teaching are delivered through a variety of methods (outlined below), with careful consideration given to how activities are scheduled (either synchronously or asynchronously) and where they take place (on campus and/or online). Most modules incorporate a mix of these approaches, tailored to the pedagogical goals of each activity and incorporating flexibility in design is key to ensuring responsive and effective learning. One module, SLTH59 is delivered as distance learning online, as it runs alongside students' final block placement, during which most students will be away from the university.

In SLT at Marjon, we have a strong tradition of using simulated teaching and clinical activities to support students' learning, including technology-enhanced simulation, work with specialist medically trained actors, and case-based learning. These opportunities are woven throughout the programme and can be used as part of various teaching and learning methods below including, but not limited to, clinical skills, directed and self-directed learning, workshops and case-based/enquiry-based learning.

Placement learning is supported by cumulative learning and reflective journals and logs, which support students to document and evidence their developing knowledge, skills and competencies. These also serve as a valuable record of experience for job interviews and for the RCSLT's newly qualified practitioner framework.

Method	Description
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Blended Learning	Content and materials are part delivered through asynchronous digital and online media; part delivered through synchronous face-to-face interaction (including online). May include a range of pedagogical designs including flipped learning where students are introduced to the learning material in advance of the session with the session focusing on deepening application and understanding through facilitated discussion.
Case-Based / Enquiry- Based Learning	Students investigate a presented question, problem, scenario or clinical data as a basis for exploring specific topic/s. The process is usually facilitated by a lecturer or nominated group leader.
Clinical Skills	Sessions designed to allow students the opportunity to safely practise clinical skills in a non-clinical environment. May include simulation including the use of technology or medically trained actors and peers acting in the role of a service user, for example.
Critical Reflective Practice	A personal record of experiences. A space in which the individual student can explore, critique and develop an understanding of their own experiences, skills and values.
Directed Learning	Lecturer guides student towards appropriate materials, study activities and reading on Virtual Learning Environment (VLE) or other platform to support knowledge and skills in academic and placement environments. Responsibility for acquisition and assimilation remains with the individual student.
Group Work	Group work which centres on teaching and learning around a specific topic. Discussion is facilitated by a leader and members of the group are encouraged to engage critically with the topic.
Interprofessional Learning	Specifically designed session/s in which interprofessional groups of students work together towards a particular brief, typically case based. The delivery of these sessions may include facilitated elements and directed study designed to give clinically relevant experiences of team working and will include interprofessional placement experiences alongside university-based sessions.
Lecture	Lecturer-led teaching session, can be live or pre-recorded, designed to convey information.
Placement (Clinical)	A period of workplace learning with SLT service provider supervised by an HCPC registered SLT, may include SLT supervised simulated placement experiences. Students practise and develop clinical knowledge and skills through contact with SLT service users.
Placement (Experiential)	A period of experiential learning in a setting such as a nursery, school, home for the elderly. Work is supervised by staff in the setting and through long arm supervision by members of the programme team, but not by an SLT in the workplace.
Self-Directed Learning	Student decides focus of learning and study and how to engage with materials, responsibility for acquisition and assimilation remains with the student.
Seminar	Discussion based session in which typically small groups of students are learning through discussion or highly focused practical tasks.
Tutorial	Often one to one or small group encounters between a tutor and student in which learning may be stimulated by a student request or maybe focused on the detail of subject matter covered in another context.

Workshop	Learning which is normally delivered via a practical activity in which students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding.
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6.1 Learning Enhancement

Through practice placements and specialist visiting lecturers, students have the opportunity to both develop their knowledge and skills and to begin to build professional networks across the region. Our annual SLT student conference features a range of students presenting their work as well as invited speakers including SLT service users and eminent practitioners from SLT and related fields. This is an invaluable opportunity for students to engage with current best evidence, key professional debates and to continue their networking with attendees from across the region.

Our on-site clinic supports volunteering wherever possible and there is an active network of student-led learning and support within the department including initiatives such as cross-year mentoring and buddying, study groups and community awareness raising e.g. Giving Voice campaigns. Additionally, there are extra-curricular and interprofessional opportunities within and outside of the University that support students' learning and development such as University Schwartz Rounds, Clinical Excellence Networks, journal clubs and profession-wide special interest networks. Details of these and other opportunities are publicised to students on a regular basis.

6.2 e-Learning

Strong digital literacy skills are essential not only for an enhanced learning experience as a student, but also for practice as a Speech and Language Therapist in all settings. We support students' development of an appropriate level of professional confidence in this area through embedded e-learning technologies and curriculum design across modules on the programme. All modules are hosted on the University's virtual learning environment (VLE) and students will need to interact with this platform for access to all communications, learning resources including recorded lectures, assessment submissions and more. Students will also have access to other technologies designed to improve their experience of training including, but not limited to:

- Placement e-portfolios and trackers
- Simulation software
- Online training packages e.g. E-Learning for Health
- Profession specific clinical skills software e.g. transcription
- Access to digital clinical resources e.g. assessments, resource packages, specialist tools etc.

The programme has 1 online-only module in the final semester, SLTH59 Leadership in SLT, which is designed to allow integrated learning whilst students are on their final placement prior to graduation.

7. Modes of Assessment

Students are assessed in ways that not only allow them to evidence their developing knowledge and skills but also prepare them for the demands of the SLT profession. Assessments at university as well as on placement then, are closely linked to clinical practice and skills. These include tasks such as case studies, data analysis, skills practice, clinical resource creation and evaluation of/contribution to the evidence base. The assessment methods used reflect the learning and

teaching approaches of each module, and the variety of assessment types ensures that no student is disadvantaged by any one particular method across the programme.

Formative assignments, which provide feedback on work that does not contribute to the final module mark, are incorporated throughout the programme to support student development and success. Feedback is designed to help students understand their performance on specific tasks as well as within and across modules. It highlights both strengths and areas for improvement, supporting the development of evaluative judgment skills.

Method	Description
Clinical Exam	A data-based observational and analytic examination carried out by means of recorded data or data collected on clinical placement. Students are required to present their findings according to the assessment brief verbally to examiners. It may also take the form of a OSCE (Objective structured clinical exam), which may involve the use of clinical simulations.
Clinical Research Project	An extended project which may link to clinical placement experience. Potential project designs may include: single case study, in-depth literature review, innovation project, quantitative or qualitative data project.
Clinical Research Proposal	Student designs a clinical research project and submits outline to include literature review and methodology.
Clinical Scenario	Student is asked to consider clinical data and discuss specified aspects of client management, either under exam conditions or as coursework.
Essay	Pieces of original continuous writing that enable students to provide evidence of critical thinking, depth of learning and originality appropriate to the level of the student's study. Students will be expected to use an appropriate structure and to refer to appropriate sources.
Exam	A seen or unseen set of questions answered under time constrained and test conditions. May be essay type answer, short answer, data analysis and interpretation or multiple-choice questions. Exams may be: <ul style="list-style-type: none"> ○ paper-based or online ○ in person, invigilated or at home, non-invigilated ○ closed/no notes or open book.
Portfolio	Work requiring more than one component towards a unified assessment brief. These will be created by the student over the course of the period of assessment and may include professional portfolios and detailed reflective case reports as examples. Typically, portfolios will have a single summative submission point but may have staged and/or formative submissions to distribute assessment load and to support student success-details of the submission will be clearly stated in the assignment brief.
Practical Skills Test	Student is asked to a perform short clinically focused task under assessed conditions. Assessment is either through live observation e.g. oral-facial examination or by submission of written responses to the test e.g. data transcription or analysis. Practical skills tests may be: <ul style="list-style-type: none"> ○ paper-based or online ○ in person, invigilated or at home, non-invigilated ○ closed/no notes or open book.

Practice Placement Report	These reports consist of detailed statements related to the clinical competencies which the student is expected to demonstrate in a particular placement and include confirmation of placement hours. They are completed by practice educators and students.
Presentation	Presentation of a specified topic either verbally (live or pre-recorded) and/or visually (e.g. slideshow, poster, leaflet). Combinations of methods of presentation could be required of a single assessment e.g. a poster with accompanying verbal presentation. Presentations can be individual, paired or in small groups.
Professional Portfolio	A structured, programme-long portfolio designed specifically to allow students to demonstrate the professional and statutory regulatory bodies' (PSRB) mandatory dysphagia requirements prior to graduation. A submission point in each academic year is included to consolidate the ongoing development of this record of knowledge competencies, practical competencies and mandated placement hours.
Resource Creation	Student designs and produces a clinical resource to be used with a specific client group (as described in the task brief).
Satisfactory Completion of Placement Hours	All students need to have attended the required placement sessions/hours by the end of the academic year. Typically, this will be in timetabled placements, but for those who need to defer all or part of a placement, these can be offered after the end of teaching. The PSRB hours requirement is in addition to competencies and is recorded and confirmed by students and placement providers on the Practice Placement Report and in the Professional Portfolio.

8. Exemptions to University Regulations

In order to ensure students meet the core professional requirements this programme is subject to programme-specific regulations in addition to the generic University regulations.

- Not all modules will be anonymously marked, as detailed in the Module Descriptors.
- Students are not permitted to trail failed work, or deferred work, into the next stage of the programme.
- A student with Extenuating Circumstances will be allowed to re-sit one assessment following the re-sit board and before the Semester C board, for one module only, subject to passing all other elements of assessment across the stage of the programme.
- Any deferred or resit work outside of the academic year to which it relates must be submitted in a gap year with or without attendance as agreed by the exam boards. If it is a placement or clinical hours, the student would be registered as a part-time student for the duration of the placement or clinical hours with attendance for insurance and compliance purposes.
- In a number of core, professional modules students must achieve a pass mark of 40% or more (or Pass in the case of a Pass/Fail assessment) for each component assessment contributing to the overall module mark. This reflects the importance of core professional knowledge and skills and is in line with other BSc SLT programmes in the UK. This applies to the following modules:
 - SLTC51, SLTC52
 - SLTD51, SLTD52, SLTD53, SLTD54, SLTD55
 - SLTH51, SLTH52, SLTH53, SLTH55, SLTH56, SLTH57

- Students must pass the clinical placement component (competencies) in each year in order to progress to the next level of study. Students who fail the summative clinical placement in any year are permitted only one placement retrieval opportunity per module and students with a fail at this retrieval stage will be supported to transfer to a non-clinical degree option (without the opportunity to register as a Speech and Language Therapist).
- Students are not permitted to defer both placements in years 2 & 3. Needing to do so will prompt an interruption of studies.

Exit routes

Students who exit at the end of Level 4 will be awarded a Certificate of Higher Education on successful completion of 120 credits. This award is not an approved professional qualification, and the student is not eligible to apply for HCPC registration as a SLT.

Students who exit at the end of Level 5 will be awarded a Diploma of Higher Education on successful completion of 240 credits. This award is not an approved professional qualification, and the student is not eligible to apply for HCPC registration as a SLT.

Students who do not pass the clinical placement components at Level 6 (SLTH51 & SLTH57) will be awarded a non-clinical BSc (Hons) Human Communication Studies on successful completion of a minimum of 360 credits. Neither of these awards is an approved professional qualification and the student is not eligible to apply for HCPC registration as an SLT.

Students must successfully complete **all modules** and pass **all summative clinical placements** (in modules SLTC51, SLTD51, SLTH51 & SLTH57) in order to be awarded a BSc (Hons) Speech and Language Therapy. This is the **only award** that offers eligibility to apply for HCPC registration as a SLT.

Diagram to illustrate the relationship between the BSc (Hons) Speech and Language Therapy and non-clinical exit awards.

Year 1 (120 credits)

SLTC51 Professional Knowledge & Skills 1
SLTC52 Phonetics & Phonology
SLTC53 Introduction to Linguistics
SLTC54 Human Development
SLTC55 Biosciences for SLT

Exit with Certificate of Higher Education (120 credits).

Not eligible to apply to the HCPC for registration as an SLT

Year 2 (120 credits)

SLTD51 Professional Knowledge & Skills 2
SLTD52 Developmental Communication Disorders 1
SLTD53 Acquired Communication Disorders 1
SLTD54 Clinical Linguistics & Phonetics
SLTD55 Dysphagia & Voice

Exit with Diploma of Higher Education (240 credits).

Not eligible to apply to the HCPC for registration as an SLT

Year 3 (120 credits)

SLTH51 Professional Knowledge & Skills 3
SLTH52 Developmental Communication Disorders 2
SLTH53 Acquired Communication Disorders 2
SLTH54 Research Methods
SLTH55 Developmental Communication Disorders 3
SLTH56 Acquired Communication Disorders 3

Choose to exit with a non-clinical degree award

BSc (Hons) Human Communication Studies
(on successful completion of 360 credits in total).

Not eligible to apply to the HCPC for registration as an SLT

Year 3.5 (60 credits)

SLTH57 Professional Knowledge & Skills 4
SLTH58 Clinical Research Project
SLTH59 Leadership for SLT

Exit with a non-clinical degree award
(where successful completion of the clinical components of the degree has not been possible)

BSc (Hons) Human Communication Studies (on successful completion of a minimum of 360 credits).

Not eligible to apply to the HCPC for registration as an SLT

BSc (Hons) Speech & Language Therapy
(Total: 420 credits **and** successful completion of all clinical components of the degree)

Eligible to apply to HCPC for registration as an SLT

9. Work-Based Learning/Placement Learning

Placement experience is integral to training to be an SLT and, on this programme, takes place in each academic year as part of the suite of modules entitled *Professional Knowledge and Skills*. These modules include professional development and clinical skills to support placement learning in University based sessions, offering students the explicit opportunity to relate theory and their increasing experience of placement-based learning through critical reflective and evidence-informed practices.

Both formative and summative placements are offered across the programme in real world settings and through simulation. All placements have year group specific competencies mapped to the HCPC Standards of Proficiency for SLT (2023) and students also work towards their graduate dysphagia competencies across the length of the programme (RCSLT competencies in eating, drinking and swallowing for the pre-registration of SLTs, 2021). Where a placement is summatively assessed by practice educators, it is done so on a pass/fail basis and detailed qualitative comments are offered for all clinical placements including formative. This feedback cycle then allows students to actively engage in their professional identity, knowledge and skills development and supports their appreciation of common and transferable elements of SLT practice across different services.

In line with RCSLT Practice Based Learning Guidance (2021), all students must undertake a minimum of 150 sessions of practice placement (where 1 session = 3.75 hours); of which at least 100 sessions must be directly supervised by a qualified SLT. Of these placement hours, at least 30 sessions must be with paediatric and 30 with adult client groups and students must gain 60 hours of direct dysphagia placement (with a minimum of 30 hours with adults and 10 hours with paediatrics) by the end of their programme.

Placements are drawn from a broad and varied range of settings and client groups across the wider Southwest and each student's placement profile over the course of their training will be individual to them. Opportunities will be provided by the NHS, education, social care, private, voluntary and independent SLT providers including our onsite clinic. Alongside this formal placement learning, students are encouraged to participate voluntarily, where they are able to, in schemes and opportunities which match their course aims and objectives.

Practice placement design.

Block placements (all summative), where students attend placement without teaching alongside, are part of modules SLTC51, SLTD51, SLTH51 and SLTH57. Full time students will be working on placement for up to 4 days a week during this time. For part time students, it will be possible to undertake these placements on a part-time basis. The precise configuration of these part time placements will vary according to the placement offer, the year of study and the individual student's requirements, and will be discussed on a case-by-case basis.

Concurrent placements (both formative and summative in different years), in which placement day/s happen alongside teaching on non-placement days each week, are part of the module design in SLTD51 and SLTH51. These might involve workplace settings as for other clinical placements and/or simulated placement experiences hosted by practice educators from the programme team.

Additionally, in Year 1, students engage in a range of experiential placements designed to provide hands-on experience with communication and swallowing, exploring both typical patterns and variations across the lifespan. For example, students may spend time in settings such as

nurseries, residential care homes for older adults, or participating in the conversation partner scheme, where they have the opportunity to talk with individuals experiencing communication difficulties.

9. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/Optional	Condonable/Non-Condonable
SLTC51	Professional Knowledge & Skills 1	40	50% Coursework 50% Exam	X	Compulsory	Non-Condonable
SLTC52	Phonetics & Phonology	20	100% Exam	X	Compulsory	Non-Condonable
SLTC53	Introduction to Linguistics	20	100% Exam	X	Compulsory	Non-Condonable
SLTC54	Human Development	20	100% Coursework	X	Compulsory	Non-Condonable
SLTC55	Bioscience for SLT	20	100% Coursework	X	Compulsory	Non-Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/Optional	Condonable/Non-Condonable
SLTD51	Professional Knowledge & Skills 2	40	50% Coursework 50% Exam	X	Compulsory	Non-Condonable
SLTD52	Developmental Communication Disorders 1	20	50% Exam 50% Coursework	B	Compulsory	Non-Condonable
SLTD53	Acquired Communication Disorders 1	20	100% Coursework	A	Compulsory	Non-Condonable
SLTD54	Clinical Linguistics and Phonetics	20	100% Exam	A	Compulsory	Non-Condonable
SLTD55	Dysphagia and Voice	20	100% Coursework	B	Compulsory	Non-Condonable

Level 6: Year 3

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/Optional	Condonable/Non-Condonable
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SLTH51	Professional Knowledge & Skills 3	30	40% Coursework 60% Exam	X	Compulsory	Non-Condonable
SLTH52	Developmental Communication Disorders 2	20	100% Coursework	A	Compulsory	Non-Condonable
SLTH53	Acquired Communication Disorders 2	20	100% Coursework	A	Compulsory	Non-Condonable
SLTH54	Research Methods	10	100% Coursework	B	Compulsory	Non-Condonable
SLTH55	Developmental Communication Disorders 3	20	100% Coursework	B	Compulsory	Non-Condonable
SLTH56	Acquired Communication Disorders 3	20	100% Coursework	B	Compulsory	Non-Condonable
Level 6: Year 4						
SLTH57	Professional Knowledge & Skills 4	20	30% Coursework 70% Exam	A	Compulsory	Non-Condonable
SLTH58	Clinical Research Project	20	100% Coursework	A	Compulsory	Non-Condonable
SLTH59	Leadership for SLT	20	100% Coursework	A	Compulsory	Non-Condonable

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLTC52	Phonetics & Phonology	20	100% Exam	X	Compulsory	Non-Condonable
SLTC53	Introduction to Linguistics	20	100% Exam	X	Compulsory	Non-Condonable
SLTC54	Human Development	20	100% Coursework	X	Compulsory	Non-Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLTC51	Professional Knowledge & Skills 1	40	50% Coursework 50% Exam	X	Compulsory	Non-Condonable
SLTC55	Bioscience for SLT	20	100% Coursework	X	Compulsory	Non-Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLTD52	Developmental Communication Disorders 1	20	50% Exam 50% Coursework	B	Compulsory	Non-Condonable
SLTD54	Clinical Linguistics and Phonetics	20	100% Exam	A	Compulsory	Non-Condonable
SLTD55	Dysphagia and Voice	20	100% Coursework	B	Compulsory	Non-Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLTD51	Professional Knowledge & Skills 2	40	50% Coursework 50% Exam	X	Compulsory	Non-Condonable
SLTD53	Acquired Communication Disorders 1	20	100% Coursework	A	Compulsory	Non-Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLTH52	Developmental Communication Disorders 2	20	100% Coursework	A	Compulsory	Non-Condonable
SLTH53	Acquired Communication Disorders 2	20	100% Coursework	A	Compulsory	Non-Condonable
SLTH55	Developmental Communication Disorders 3	20	100% Coursework	B	Compulsory	Non-Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SLTH51	Professional Knowledge & Skills 3	30	40% Coursework 60% Exam	X	Compulsory	Non-Condonable
SLTH54	Research Methods	10	100% Coursework	B	Compulsory	Non-Condonable

SLTH56	Acquired Communication Disorders 3	20	100% Coursework	B	Compulsory	Non-Condonable
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Level 6 – Year 7 (NB> full time only runs for Semester A)

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SLTH57	Professional Knowledge & Skills 4	20	30% Coursework 70% Exam	X (Option to discuss part time placement routes)	Compulsory	Non-Condonable
SLTH58	Clinical Research Project	20	100% Coursework	B	Compulsory	Non-Condonable
SLTH59	Leadership for SLT	20	100% Coursework	A	Compulsory	Non-Condonable

Key: Semester X = A & B

Educational Gain is the knowledge, skills, attributes and experiences students take with them as they complete their programmes of study. Marjon Educational Gain Model (MEG) supports students in their personal and professional development; it provides a way to communicate externally the distinctiveness of a Marjon graduates' achievements and provides a structure to evidence educational gain for institutional and regulatory reporting. Marjon students gain across eight 'Graduate Attributes' that are specific to the Marjon student experience and contextualised through the subject they are studying. The table below shows where the Marjon graduate Attributes are covered through the programme.

The 'Graduate attributes' act as a mechanism for students to see how the learning links together in a meaningful way and will be made explicit to students throughout the programme. They articulate 'Educational gain' which can be seen both as:

- Individual benefits for students through their acquisition of knowledge, skills and attributes, and
- Collective benefits for society; in this dimension, educational gains are seen as social and community goods, contributing to goals such as social mobility, sustainability, social cohesion and social justice.

Level 4

Module Code	Module Title	Graduate Attribute
SLTC51	Professional Knowledge & Skills 1	1, 2, 3, 4, 5, 7
SLTC52	Phonetics & Phonology	3, 4, 5, 7
SLTC53	Introduction to Linguistics	3, 4, 5, 7
SLTC54	Human Development	3, 4, 5, 6, 7
SLTC55	Bioscience for SLT	3, 5, 7

Level 5

Module Code	Module Title	Graduate Attribute
SLTD51	Professional Knowledge & Skills 2	1, 2, 3, 4, 5, 6, 7
SLTD52	Developmental Communication Disorders 1	3, 4, 5, 6, 7
SLTD53	Acquired Communication Disorders 1	3, 4, 5, 6, 7
SLTD54	Clinical Linguistics and Phonetics	3, 4, 5, 6, 7
SLTD55	Dysphagia and Voice	3, 4, 5, 6, 7

Level 6

Module Code	Module Title	Graduate Attribute
SLTH51	Professional Knowledge & Skills 3	1, 2, 3, 4, 5, 6, 7
SLTH52	Developmental Communication Disorders 2	3, 4, 5, 6, 7
SLTH53	Acquired Communication Disorders 2	3, 4, 5, 6, 7
SLTH54	Research Methods	3, 4, 5, 6, 7
SLTH55	Developmental Communication Disorders 3	3, 4, 5, 6, 7
SLTH56	Acquired Communication Disorders 3	3, 4, 5, 6, 7
SLTH57	Professional Knowledge & Skills 4	1, 2, 3, 4, 5, 6, 7
SLTH58	Clinical Research Project	3, 4, 5, 6, 7
SLTH59	Leadership for SLT	3, 4, 5, 6, 7

1. Sustainability & Citizenship
2. Professionalism
3. Inclusivity & Collaboration
4. Criticality & Creativity
5. Digital Capability
6. Enquiry & Analysis
7. Engagement

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

Health & Care Professions Council (HCPC)

Royal College of Speech & Language Therapists (RCSLT)

12. Professional Advisory Group

We work closely with a range of colleagues in the Southwest and nationwide to maintain quality on our programme, to continue to provide integrated learning experiences across practice and the university and to develop new initiatives. Groups include practice educators, future employers and other providers of pre-registration SLT education as follows:

- SLT Clinical and Professional Leads Group (Southwest)
- Professional Advisors in Clinical Education Group (Southwest)
- Committee of Representatives of Education in Speech and Language Therapy (nationwide)
- HEI Placement Leads Group (nationwide)

Service user input to the programme is sought through conversation and consultation with service users known to our department (as speakers, guest lecturers, trainers, clinic attendees or in other ways) and through the wider Department of Allied Health and Nursing's service user representation groups.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for postgraduate study at Plymouth Marjon University e.g. Masters of Research (MRes) Communication, or other institutions and may be eligible for National Institute for Health & Care Research (NIHR) funding if working in health.

14. Employability and Career Progression Opportunities

HCPC registered SLT Marjon graduates have excellent employment rates, with many securing their first position before completing the programme. Students are employed in a range of services including the NHS, education, social care, private, voluntary and independent services, typically entering the workforce at a Band 5 or equivalent position and progressing to Band 6 positions and beyond. The majority of Marjon graduates begin their careers in clinical positions in the UK, but opportunities are available for research, academic posts and international positions. Alongside the programme team, the University's employability service, local SLT managers and recent graduates support students in applying for jobs and preparation for interviews.

Employability skills may include:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills may include:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within spreadsheets and databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. virtual learning environments (e.g. Canvas) lecture capture recordings, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, X).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being

- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seeks to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, final year students will be invited to participate in the National Student Survey (NSS). Students will also be invited to provide other relevant feedback as required, for example NHS England's National Education and Training Survey (NETS).

17. Other Stakeholder Feedback

Stakeholder feedback is sought through: -

- SLT Clinical and Professional Leads Group
- Professional Advisors in Clinical Education Group
- Service user consultation including those known to our department (as speakers, guest lecturers, trainers, clinic attendees or in other ways) and through the wider Department of Allied Health and Nursing's service user representation groups

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards is managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

