

# Foundation Degree in Speech Language and Communication Science

## *Programme Specification*

### **Primary Purpose**

Course management and quality assurance.

### **Secondary Purpose**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer**

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## Course Details

### **1. Named Awards**

FdSc Speech, Language and Communication Science

### **2. Course Code (and UCAS Code if applicable)**

C2286F/P (BC68)

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

Not applicable

### **6. QAA Benchmark Groups**

Speech and Language Therapy

### **7. Document Control Information**

September 2017

### **8. Effective Session**

2017-18

### **9. Author**

Mr Kevin Borrett

### **10. Faculty**

Science

### **11. Department**

School of Health Sciences & Social Work

## Curriculum

### **12. Educational Aims**

- Provide a learning environment which ensures that students have every opportunity to reach their academic potential.
- Develop a learning approach which strongly links knowledge and theory with accountability for client-centred practice.
- Equip students with the necessary knowledge and skills in order to enable them to contribute to an evidence-based approach to practice from a contemporary knowledge base.

- Enable students to reflect on evidence-based practice through the development of clinical reasoning skills, practice evaluation and appraisal of research.
- Enable students to recognise their own needs for continuing development as independent, self-directed learners, who are aware of when to consult with other members of the wider team and of their own boundaries for practice.
- Develop students' intellectual capacity, imaginative and analytical powers and skills, through a rigorous course of study specifically related to speech, language & communication science.

### 13. Reference Points

- University of Portsmouth Curriculum Framework Document (2014)
- The University of Portsmouth Code of Practice for Work-based and Placement Learning (2015)
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- National Qualifications Framework
- QAA Subject Benchmark Statements – Healthcare programmes
- QAA Codes of Practice
- Foundation Degree Qualification Benchmark (QAA 2010)
- Foundation Degree Characteristics Statement (QAA 2015)
- Subject Benchmark Statements for speech and language therapy
- Royal College of Speech and Language Therapists: Policy Statement on the Education and Training for Assistant Practitioners (2008)
- Sector Skills Council's Foundation Degree Framework

### 14. General Learning Outcomes

#### Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

#### Level 5

Foundation Degrees are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed

- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

## 15. Learning Outcomes

### A. Knowledge and Understanding of:

- A.1 The bioscientific principles of speech, language and communication sciences
- A.2 The application of psychological and sociological studies to practice
- A.3 Issues underpinning the developing role of assistant practitioners
- A.4 The wider context in which speech and language and therapy operates and is managed
- A.5 The basis of patient assessment and therapeutic intervention
- A.6 Evidence-based health care
- A.7 The integration of theory and practice

### B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Communicate effectively with a diverse team in a range of settings
- B.2 Recognise and contribute to solving client/patient care problems in a variety of settings
- B.3 Assess need and deliver care planned by the lead health professional (SLT) required by patients in a range of settings
- B.4 Appraise the role of other members of the care team
- B.5 Apply evidence-based approaches to decision making

### C. Practical (Professional or Subject) Skills, able to:

- C.1 Utilise information from a range of sources
- C.2 Demonstrate practice, professional and subject specific skills according to professional guidance
- C.3 Provide appropriate care for clients under supervision of a SLT
- C.4 Respond effectively to clients changing needs within their role as assistant practitioners
- C.5 Support families and significant others and reflect on practice
- C.6 Support colleagues and other health care professionals in their practice

## **D. Transferable (Graduate and Employability) Skills, able to:**

- D.1 Demonstrate the use and relevance of Information and Communication Technology key skills in the context of work based learning
- D.2 Use personal development planning strategies to provide evidence of improving own learning and performance
- D.3 Demonstrate time management, organisational and administrative skills, including the ability to plan and work towards clear goals and objectives
- D.4 Demonstrate problem solving ability
- D.5 Demonstrate Application of Numbers ability
- D.6 Demonstrate the ability to communicate and work effectively with others

## **16. Learning and Teaching Strategies and Methods**

Whole group/small group, individual tutorials, discussions, lectures, role-play, practical workshops, placement learning (A1-A7). Therapists/clinical specialists and peers working in practice provide additional support. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject (A3).

Cognitive skills are developed through large and small group work, discussions, reflective journals/logs, tutorial support, clinical placements and by providing relevant feedback on assessed work (B1-B5). Students are expected to require substantial support in developing these skills, which will be reflected in the organisation of the personal tutorial support system within the University and in practice. Throughout, the learner is encouraged to further develop intellectual skills by independent study.

Students develop their practical skills throughout the programme by applying their academic learning (C1) through simulation consolidated in a range of clinical placements (C2-6). These placements include local NHS trusts, schools and colleges, and other private and third sector providers in health, education and social care, where specialist placements are provided. Suitably experienced practitioners undertake supervision of students during placements.

Transferable skills are developed through the programme in group work, class discussions, course work and assessments in clinical practice. The students are supported to gain core study skills which incorporate transferable skills (D1-D6). In addition the students undertake an interprofessional common learning unit in the second year of their programme together with pre-registration students from the University of Portsmouth.

## **17. Assessment Strategy**

Testing of knowledge and understanding is through a combination of unseen tests (A1-A7) and in course assessments (A2, A3, A5), essay assignments, poster presentations, achievement of clinical competencies within practice portfolios (A5, A6), project reports and Observed Structured Clinical Examinations (A1-A7).

Intellectual skills are assessed by problem-solving through unseen test papers, coursework, Observed Structured Clinical Examinations and achievement of clinical competencies within practice portfolios (B1-B5).

Practical skills are developed in simulation, before being observed then practiced in clinical placements (C1-6). They are assessed through the development of practice portfolios incorporating evidence of clinical competencies, reflective accounts, OSCEs (C1-6).

Skills D1-D6 are assessed through coursework, reports, oral presentations, OSCEs, unseen tests and clinical competences within practice portfolios.

## 18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)<sup>1</sup> for full details on the course structure and units

One credit is equivalent to 10 hours of learning. Units are predominantly offered as 20 credits, representing a notional 200 hours of learning except for the Speech, Language and Communication Needs and Management unit which is worth 40 credits.

The programme is offered in both full-time (two years, 120 credits each year) and an accelerated part-time learning mode where the students will be expected to complete the programme over 3 years (80 credits each year). Students must gain 240 credits for a Foundation degree. Standard University rules apply. The regulations must be consulted for a full description of exit awards.

The course is underpinned by Personal Development Planning. This will incorporate On-Entry Skills Assessment and enable the assessment of the key skill Improving Own Learning and Performance through a structured personal tutorial system. Additional student support will be available through the Academic Skills Unit and Maths Café.

Key skills will be developed and assessed at level 3 in Communications and in Application of Number, and at level 2 in Information and Communication Technology, Improving Own Learning and Performance, Problem Solving and Working with Others.

There are two progression routes for students gaining the FdSc Speech, Language and Communication Science; BSc (Hons) Human Communication Science and the BSc (Hons) Human Physiology both provided within SHSSW.

## 19. Employability Statement

- All students will undertake personal development planning to support employability skills. In addition, the curriculum includes self-managed opportunities such as professional portfolio, CPD planning and learning contracts, which will assist students in demonstrating their ability to work effectively as assistant practitioners.
- Students intending to enter employment will be supported to apply for relevant posts in health, education and social care in the final year of their programme.
- Key local stakeholders have been involved in developing the curriculum (full-time and part-time).
- Work placements are organised by the Course Team and facilitated by the Science Faculty Placement Team and audits of clinical placements are undertaken annually.
- Personal Development Planning includes the identification and review of skills at all levels of study and the method of delivery. This is through the Personal Tutor system, centrally produced materials, learning contracts and professional portfolios. Purple Door works with current students to support employability skills. Students have the opportunity to record achievements on the Higher Education Achievement Record (HEAR).
- Previous graduates have undertaken further undergraduate study on pre-registration Speech and Language Therapy courses available at other UK HEIs, or Teacher Training programmes (including SCITT). Foundation Degree graduates have also achieved employment as Speech and Language Therapy Assistants or Teaching Assistants, or have found paid employment in national disability-related charities, for example Headway, Alzheimer's Society.

## Course Management

### 20. Support for Student Learning

- The Course is managed by a Course Leader, with support from other members of SHSSW staff, part-time hourly-paid staff, and invited guest speakers who are experts in their field.
- Extensive induction programme introduces the student to the University and their course

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include - careers, financial advice, housing, counselling and wellbeing
- A dedicated Student Services Centre
- Excellent library facilities
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections
- Student course and unit handbooks provide information about the course structure and University regulations
- Key Skills opportunities are incorporated into all units
- Personal Development Planning (PDP) for all undergraduate courses
- Laboratory/Simulation Teaching facilities including the Centre for Simulation in Healthcare
- Student preparation prior to placements, with mentoring during the placement
- Workplace assessors will be prepared and supported during placements.
- Evaluation of placements as learning environments and annual audits (Faculty Placement Office).
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Feedback is provided for all assessments.
- Work-based mentors are assigned to each student in clinical placements
- Clinical link tutors from the course team
- Support prior to and during placements
- Timetabled tutorial system

## 21. Admissions Criteria

### A. Academic Admissions Criteria

160 UCAS points from at least one of the following: A levels or AVCE/Advanced GNVQ/BTEC National/Access (English Language, Psychology, Social Science) or equivalent experience.

All shortlisted applicants are subject to interview.

All offers are subject to Disclosure and Barring Service clearance and Occupational Health clearance.

Eligible students who do not have English as a first language will be expected to achieve an IELTS score of 7.5 in all four components of the test.

### B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

## 22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

### A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Clinical Liaison Group



- Clinical placement evaluations
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review (completed 16.03.2017)
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.
- Course team meetings.

#### **B. Responsibilities for Monitoring and Evaluation**

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- SHSSW Education Committee
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.
- SHSSW Placement Committee.
- Faculty Placement Office.

#### **C. Mechanisms for Gaining Student Feedback**

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, e.g. National Student Survey (NSS).
- Individual student feedback via tutorial system.
- Reflective reviews of placement.
- Placement evaluations.

#### **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake the Academic Professional Excellence Framework (APEX)
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.
- Specific development in relation to Professional and Regulatory requirements.

- In-house mentor training for workplace mentors/assessors (Supporting Learners in Practice, SLiP).

### 23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations<sup>2</sup>](#)).

### 24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

### 25. Indicators of Standards and Quality

#### A. Professional Accreditation/Recognition

Not applicable

#### B. Periodic Programme Review (or equivalent)

Fitness of purpose of curriculum confirmed in the Periodic Programme Review held in March 2017.

#### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015<sup>3</sup>](#)*).

#### D. Others

None.

### 26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth<sup>4</sup>](#) and [School<sup>5</sup>](#) websites

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<sup>2</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)

<sup>3</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

<sup>4</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>5</sup> [www.port.ac.uk/school-of-health-sciences-and-social-work/](http://www.port.ac.uk/school-of-health-sciences-and-social-work/)