Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	MSc Speech and Language Therapy (pre-registration)	**Course Code**	MSSLTP
FHEQ level and credit of final award	MSc Speech and Language Therapy (pre-registration) (180 CATS at Level 7 plus 80 CATS at Level 6) Or MSc Human Communication Science (180 CATS at Level 7) Interim awards do not convey eligibility to apply for registration with the HCPC.		
Intermediate awards titles	Postgraduate Diploma (PG Dip) Human Communication Science Postgraduate Cert (PG Cert) Human Communication Science Interim awards do not convey eligibility to apply for registration with the Health and Care Professions Council		
FHEQ level and credit of intermediate award	7		
Awarding Institution	AECC University College		
Teaching Institution	*N/A*		
Professional, Statutory & Regulatory Body (PSRB) accreditation/recognition	Health and Care Professions Council (HCPC) – Approval Royal College of Speech and Language Therapy (RCSLT)		
Duration of PSRB accreditation/ recognition where applicable)	Accreditation for a five-year period until the end of academic year 2027-2028		
Mode of study	Full-time		
Distance Learning course	No		
Standard length of course	2 years		
Language of delivery	English		
Place of delivery	AECC University College		
UCAS code (where applicable)	N/A		

HECOS Code(s)	100255
Date Course initially approved	3 November 2022
Version number	V1.1
Date this version approved	November 2023
Academic year from which this applies	2022-2023
Author	Stewart Cotterill

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the Latest Policies webpage. These regulations include the general entry requirements and specific requirements regarding English language.
The detailed entry requirements for the course may be found from the relevant course page on the University College website.

Recognition of Prior Learning (RPL)
AECC University College has a Recognition of Prior Learning Policy which can be found from the Latest Policies webpage

2. Additional entry requirements

Speech and Language Therapy students will have substantial access to children and vulnerable adults, and as such are required to undertake an enhanced DBS check before being eligible to proceed onto the course. In addition, all students are required to undertake occupational health checks as part of the application process and are required to have specific vaccinations in order to be able to undertake placements while studying the course.

Finally, all students will be interviewed as part of the application process.

3. Aims of the course

The aims of the course are to:

- develop competent evidence-based Speech and Language Therapists who are fit for award, practice, and the profession.
- foster a strong professional role identity, autonomy, accountability, and resilience.
- develop Speech and Language Therapists who able to work autonomously to manage patients/clients using a person-centered approach, when planning, implementing, and evaluating speech and language therapy practice.
- equip students with the skills to act as confident, competent, and reflective practitioners, who practice autonomously, compassionately, skillfully, and safely, whilst maintaining dignity, and promoting health and wellbeing.
- develop graduates who act as ambassadors for the speech and language therapy profession.
- build students' professional, clinical leadership, research capabilities, and ability to work collaboratively with other healthcare professionals.
- foster independence in learning and commitment to continued professional development and lifelong learning.
- integrate theory and practice to enhance service user outcomes.

4. **Course Learning Outcomes – what students will be expected to achieve**	
This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	**The methods used to enable outcomes to be achieved and demonstrated are as follows:**
Subject Knowledge and Understanding Having successfully completed this course students will be able to demonstrate knowledge and understanding of: A1 the biological, medical, psychological, and social sciences underpinning speech and language therapy practice. A2 scientific knowledge, critical thinking and values in contemporary speech and language therapy practice. A3 the ethical, moral and legal frameworks and legislation relating to speech and language therapy practice. A4 the nature of contemporary speech and language therapy service delivery and practice. A5 the appropriateness of specific speech and language therapy assessment tools and models of practice. A6 the design of appropriate assessments, treatments and management plans for specific service-user groups.	**Teaching and Learning Methods** A1-A6 are achieved through Inquiry based learning sessions. These are delivered through a combination of both synchronous and asynchronous learning activities. The asynchronous learning activities introduce core concepts that are then practically applied in the on-campus sessions, delivered through workshops, seminars, and practical skills classes. This foundation knowledge is further developed through small group interactive skills, development sessions, individual assignment and group work, and through utilising inquiry-based approaches, such as through the School of Rehabilitation, Sport and Psychology's programme of course-specific Peer-Assisted Learning (PAL). **Assessment Methods** A1, 2, 3,4, 5, and 6 are assessed by course work, portfolio, practical skills assessments, video production, presentations, and case studies.
Cognitive Skills Having successfully completed this course students will be able to: B1 critically discuss the knowledge base of the speech and language therapy profession and theories underpinning the approaches used in speech and language therapy practice. B2 evaluate and apply the scientific principles underpinning speech and language therapy practice. B3 systematically evaluate the legal, moral and ethical issues relevant to the clinical situation and be able to identify the impact on speech and language therapy practice. B4 deal with complex issues both systematically and creatively. B5 critically review research designs and methods which are used to generate	**Teaching and Learning Methods** Student cognitive skills relating to B1, B2 and B3 are developed adopting a number of different strategies. Students engage with professional standards of practice relating to the regulator (HCPC) and the professional body (RCSLT) and the associated standards of practice and professional conduct. Core information is presented to students through a range of asynchronous online learning tasks prior to attending practical sessions on campus. Students then through workshops, seminars, practice skills classes and small group work further discuss their understanding and practical application of this knowledge. Directed personal study time enables the student to deepen and strengthen this learning through enquiry-based learning. **Assessment Methods** B1, B2 and B3 are assessed through a range of assessments including reflective essays, practice

evidence in speech and language therapy.	skills assessments and case study presentations. B3 and B4 is assessed through clinical reasoning skill development and application in the professional skills units (SLT7003, SLT7004, and SLT7005) and the practice placement units (SLT6001 and SLT6002). Finally, B5 is assessed in the research methods portfolio (PHY7001) and the research project (SLT7000).
Practical Skills Having successfully completed this course students will be able to: C1 engage in continued learning and will be able to adapt to the challenges and opportunities of an ongoing career in speech and language therapy. C2 practice within the legal, ethical, policy and professional frameworks relevant to Speech and language therapy. C3. decision-making in complex and unpredictable situations.	**Teaching and Learning Methods** Students are introduced to the profession and key regulatory, professional ethical and moral reference points in the Professional Practice unit (SLT7001). Subsequent units build upon these key principles (e.g., SLT7003, SLT7004, SLT 7005, SLT7006) to enable students to demonstrate the application of these practical skills whilst on their practice placements (SLT6001 and SLT6002). **Assessment Methods** Initial understanding of key concepts around continued professional learning and practicing within the required ethical, legal, professional and policy guidelines is assessed in a reflective essay. The application of these principles in practice takes place in the practitioner skills units (SLT7003, SLT7004, SLT7005) and in the practice placement unit portfolios.
Transferable skills Having successfully completed this course students will be able to: D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind. D2 take personal responsibility for working effectively independently and in partnership with others. D3 communicate clearly to specialist and non-specialist audiences D4 Work autonomously and reflectively	**Teaching and Learning Methods** The course applies an experiential learning approach to the development of key transferable skills. Students are provided with opportunities to develop both D1 and D2 in the practitioner skills units (SLT7003, SLT7004, SLT7005), before then having the opportunity to put these skills into practice whilst out on their placements in SLT6001 and SLT6002. **Assessment Methods** D1 and D2 are assessed across a range of different units utilising assessments including individual and group presentations, clinical skills assessments, placement practice educator assessments, and written assessments.
Professional competencies Having successfully completed this course students will be able to E1 safely and effectively practice the core skills of speech and language therapy and demonstrate the qualities and abilities needed to act autonomously in	**Teaching and Learning Methods** The course is designed to develop effective highly skilled practitioners in the profession of speech and language therapy. The whole curriculum is designed to meet the needs of the regulator (HCPC) and the professional body (RCSLT) to ensure that by the end of the course students can demonstrate both E1 and E2. This is achieved through the delivery of a range of different units that seek to develop the required

	planning, implementing, and analysing speech and language therapy practice.	knowledge, skills and expertise offering significant opportunity to both develop and apply the skills required to become a registered speech and language therapist.
E2	work within the professional boundaries outlined by the Royal College of Speech and Language Therapy (RCSLT) Code of Ethics and Professional Conduct, and the HCPC Standards of Proficiency, and Standards of Conduct.	**Assessment Methods** E1 and E2 are assessed through a range of different assessments including reflective essays, professional practice portfolios, case study interpretations, and practice skills tests.

Intermediate exit award outcomes

Postgraduate Certificate in Human Communication Science

Subject knowledge and understanding

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

A1 the biological, medical, psychological, and social sciences underpinning speech and language therapy practice.

A2 scientific knowledge, critical thinking and values in contemporary speech and language therapy practice.

A3 the ethical, moral, and legal frameworks and legislation relating to speech and language therapy practice.

A4 the nature of contemporary speech and language therapy service delivery and practice.

A5 the appropriateness of specific speech and language therapy assessment tools and models of practice.

A6 the design of appropriate assessments, treatments, and management plans for specific service-user groups.

Cognitive skills

Having successfully completed this course students will be able to:

B1 discuss the knowledge base of the speech and language therapy profession and theories underpinning the approaches used in speech and language therapy practice.

B2 evaluate and apply the scientific principles underpinning speech and language therapy practice.

B3 systematically evaluate the legal moral and ethical issues relevant to the clinical situation and be able to identify the impact on speech and language therapy practice.

Practical skills

Having successfully completed this course students will be able to:

C1 engage in continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in speech and language therapy.

C2. practice within the legal, ethical, policy and professional frameworks relevant to speech and language therapy.

Transferable skills

Having successfully completed this course students will be able to:

D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind.

D2 take personal responsibility for working effectively independently and in partnership with others.

Postgraduate Diploma in Human Communication Science

Subject knowledge and understanding

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

A1 the wider determinants of health and wellbeing including biological, medical, psychological, and social.

A2 the person-centered approach to healthcare and service delivery.

A3 the importance of training, supervision, and mentoring, and when to make referrals.

A4 the importance of data collection, service evaluation, audit processes and quality assurance.

A5 the importance of psychology informed practice, emotional responses and patient mental health.

Cognitive skills

Having successfully completed this course students will be able to:

B4 critically reflect on the ability to adopt an evidence-based approach to the professional role.

B5 understand the underlying principles of supervision.

B6 analyse and interpret the information gained from the assessment of patients, apply problem solving and clinical reasoning to plan and prioritise appropriate patient management procedures whilst effectively taking into account their wider biopsychosocial needs.

B7 critically review research designs and methods which are used to generate evidence in speech and language therapy.

Practical skills

C3 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.

C4 demonstrate the ability to manage their own caseload and work planning, organising, directing, and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological).

C5 apply appropriate assessment techniques considering the physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in.

Transferable skills

Having successfully completed this course students will be able to:

D3 use information and communications technology effectively, both in practical classes and as a learning resource.

D4 work effectively with others and perform as an effective member in group-focused activities.

D5 understand the needs of individuals and their significant others having regard for the impact of illness and trauma and to socio-cultural differences.

Master of Science (MSc) in Human Communication Science

Subject knowledge and understanding

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

A1 the biological, medical, psychological, and social sciences underpinning human communication.

A2 scientific knowledge, critical thinking and values in contemporary speech and language science.

A3 the ethical, moral, and legal frameworks and legislation relating to speech and language therapy practice.

A4 the nature of contemporary speech and language therapy service delivery and practice.

A5 the appropriateness of specific speech and language therapy assessment tools and models of practice.

A6 the design of appropriate assessments, treatments, and hypothetical management plans for specific service-user groups.

Cognitive skills

Having successfully completed this course students will be able to:

B1 critically discuss the knowledge base of the speech and language therapy profession and theories underpinning the approaches used in speech and language therapy practice.

B2 evaluate and apply the scientific principles underpinning speech and language therapy skill development.

B3 systematically evaluate the legal, moral and ethical issues relevant to the clinical situation and be able to identify the impact on speech and language therapy practice.

Practical skills

Having successfully completed this course students will be able to:

C1 engage in continued learning and will be able to adapt to the challenges and opportunities of an ongoing career in speech and language therapy.

C2 understand the legal, ethical, policy and professional frameworks relevant to speech and language therapy.

Transferable skills

Having successfully completed this course students will be able to:

D1 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind.

D2 take personal responsibility for working effectively independently and in partnership with others.

Course Structure

5. Outline of course content

The course is composed of 180 level 7 (postgraduate) credits and 80 level 6 credits as follows:

Level 7

- Human Science for Speech and Language Therapy (30)
- Professional Practice in Speech and Language Therapy (10)
- Adult Speech and Language Therapy (20)
- Paediatric Speech and Language Therapy (20)
- Advanced Conditions and Disorders (20)
- Mental Health (10)
- Advanced Skills in Speech and Language Therapy (10)

5. Outline of course content

- Research Methods in Health Science (20)
- Speech and Language Therapy Dissertation (40)

Level 6

- Practice Placement 1 (40)
- Practice Placement 2 (40)

The MSc in Speech and Language Therapy (pre-registration) is a qualifying course for graduates with a suitable and relevant first degree seeking to train as a Speech and Language Therapist. The course is two years full-time, starting in January and finishing in December.

This course aims to develop students fit for purpose, practice, and award. The philosophy underpinning this aim is one of supporting the student in developing the required knowledge, skills and expertise underpinning speech and language therapy practice and an enthusiasm for and understanding of themselves as lifelong learners. In this way they will acquire core clinical and professional knowledge and skills that will support a patient-centred, objective, questioning, and evidence-based approach to their professional practice and which can be built on through continuing professional development and reflective practice throughout their careers.

As part of the course students will experience a range of placements including the AECC University College's on-site healthcare-focused clinic. Through these placements students will gain a variety of experiences with a wide range of client groups, under the guidance of skilled clinicians. Each student will gain experience of speech and language within various clinical, private and voluntary settings. With the support of Practice Educators, students will assess and manage patients, observe experienced clinicians and participate in all aspects of care including case conferences, ward rounds and home visits.

Students begin the course in the first semester of the first year building a strong foundation upon which to build their subsequent knowledge and skills development. In Professional Practice in Speech and Language Therapy students develop an understanding of the profession, professional requirements and the contexts in which speech and language therapists work. Alongside this, students will also build a strong foundation in relevant scientific disciplines underpinning speech and language therapy practice in the Human Science for Speech and Language Therapy unit. Students then undertake their first placement blocks in SLT6001 before then further developing their speech and language therapy knowledge, skills and expertise in Adult Speech and Language Therapy, Paediatric Speech and Language Therapy, and Advanced Skills in Speech and Language Therapy.

In the first semester of the second-year students begin in semester 1 studying Research Methods in Health Sciences, Mental Health, and Advanced Conditions and Disorders. Students then undertake their second placement unit (SLT6002). Students then undertake their research project (SLT7000) in the second semester.

Students will also engage in both interprofessional learning and interprofessional education whilst studying on the course. Interprofessional education (learning with students on other healthcare qualification courses) will take place in the research methods (PHY7001) and Mental Health (PPS7008) units. In addition, there will also be shared learning in the relevant professional practice units. Interprofessional education (working with other professions) will predominantly take place as part of the practice placements in different contexts (e.g., NHS Trusts and Private Practice).

6. Placements, work-based learning or other special features of the course

Students will undertake a minimum of 562.5 hours of clinical / applied practice placements. These placement experiences will be delivered through the two level 6 units on the course:

6. Placements, work-based learning or other special features of the course

- Speech and Language Therapy Practice 1
- Speech and Language Therapy Practice 2

Further details regarding the structure, organisation, and delivery of these placement experiences will be provided in the MSc Speech and Language Therapy (pre-registration) Practice Placement handbook.

7. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as Appendix 1.

The **learning outcomes mapping document** at Appendix 2 shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at Appendix 3 shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. t. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e., not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios, and workshops - and online, for example through Zoom/Teams lectures/seminars, online discussion forums, webinars, email or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email for e.g., is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, ad completion of assessment tasks.
Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week, students on this course will normally have around 20 hours of contact time, that may include lectures, seminars, labs, practicals, workshops. Contact time may be face-to-face or

8. Learning hours/student workload

on-line activities that are tutor-led or mediated. Students will have around 10 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 5 hours of independent study per week. This includes time for revisions/preparation for assessments., as well as activities such as private reading and researching
More detail about student workload is provided in unit specifications.

9. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise. This will include HCPC registered Speech and Language Therapists, and other appropriately qualified staff where required.

10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the Latest Policies webpage.

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

11. Employment progression routes

It is expected that students who complete the MSc Speech and Language Therapy will register with the Health and Care professions council as practitioner Speech and Language Therapists. Graduates will then be able to apply for positions in speech and language therapy both in publicly (e.g., NHS) and privately funded organizations. There is also the option for students to set up their own businesses.

12. Additional costs and special or unusual conditions which apply to this course,

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the Latest Policies webpage

Potential additional costs include:

- Practice Placements will incur costs and students need to plan for this in their annual budget. Typically, these costs are for travel and, if necessary, accommodation to access placement. The amount of money involved will depend on the site of the placement, distance from home, and the type and length of placement. For this course the majority of placements will be located in Dorset and Hampshire, but placements further afield are also possible.
- Costs of several hundred pounds are possible. Students may claim placement travel expenses for NHS placements, and costs towards any additional accommodation that may be required to access placements. Students are required to successfully complete 525 hours

12. Additional costs and special or unusual conditions which apply to this course,

of practice placement. Over the two years of the course, they will complete four assessed practice placements. Currently, the NHS provides some reimbursement of additional placement costs to eligible students through the learning support fund. More information about this can be found at: https://www.nhsbsa.nhs.uk/learning-support-fund/about-learning-support-fund

- Uniform: Students will be required to wear the appropriate uniform provided by the University College when on practice placement. These include a polo shirt, trousers, and a fleece jacket. Students will also need to provide for themselves one pair of flat black shoes with a nonslip rubber sole. Students wishing to wear a head covering such as a hijab must provide these for themselves, and these must be plain.
- At the start of the course, students must complete an enhanced criminal record check through the Disclosure and Barring Services. If a student suspends their studies for a year or more, they will also have to pay for a new criminal records check. Occasionally placement providers request an additional check if the certificate is more than one year old. If this is the case, students will need to pay for the additional check.

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole.
- Taking part in focus groups as arranged.
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives.
- Serving as a student representative on Course Consideration panels for course approval/review.
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel.
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually).

The ways in which the quality of the University College's courses are monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board
- Professional body accreditation and annual reports to these bodies

14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Dignity Diversity and Equality Policy. We are committed to a working and learning environment that is free from physical, verbal, and non-

14. Inclusivity statement

verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our courses can fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- QAA Characteristics Statement: Master's Degree 3rd Edition (2020).
- QAA Subject Benchmark Statement for Speech and Language Therapy (2001)
- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2014)
- HCPC Standards of Proficiency – Speech and Language Therapists (2014)
- RCSLT Curriculum Guidance for the pre-registration education of speech and language therapists 2018)
- SEEC Credit Level Descriptors for Higher Education (2016)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)
- A Health and Care Digital Capabilities Framework (NHS 2018)

16. Internal reference points and policy frameworks

AECC University College Strategic Plan (2021-2026)

AECC University College Course Design Framework

AECC University College Feedback on Assessments policy

AECC University College Placement Policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

Record of Modifications

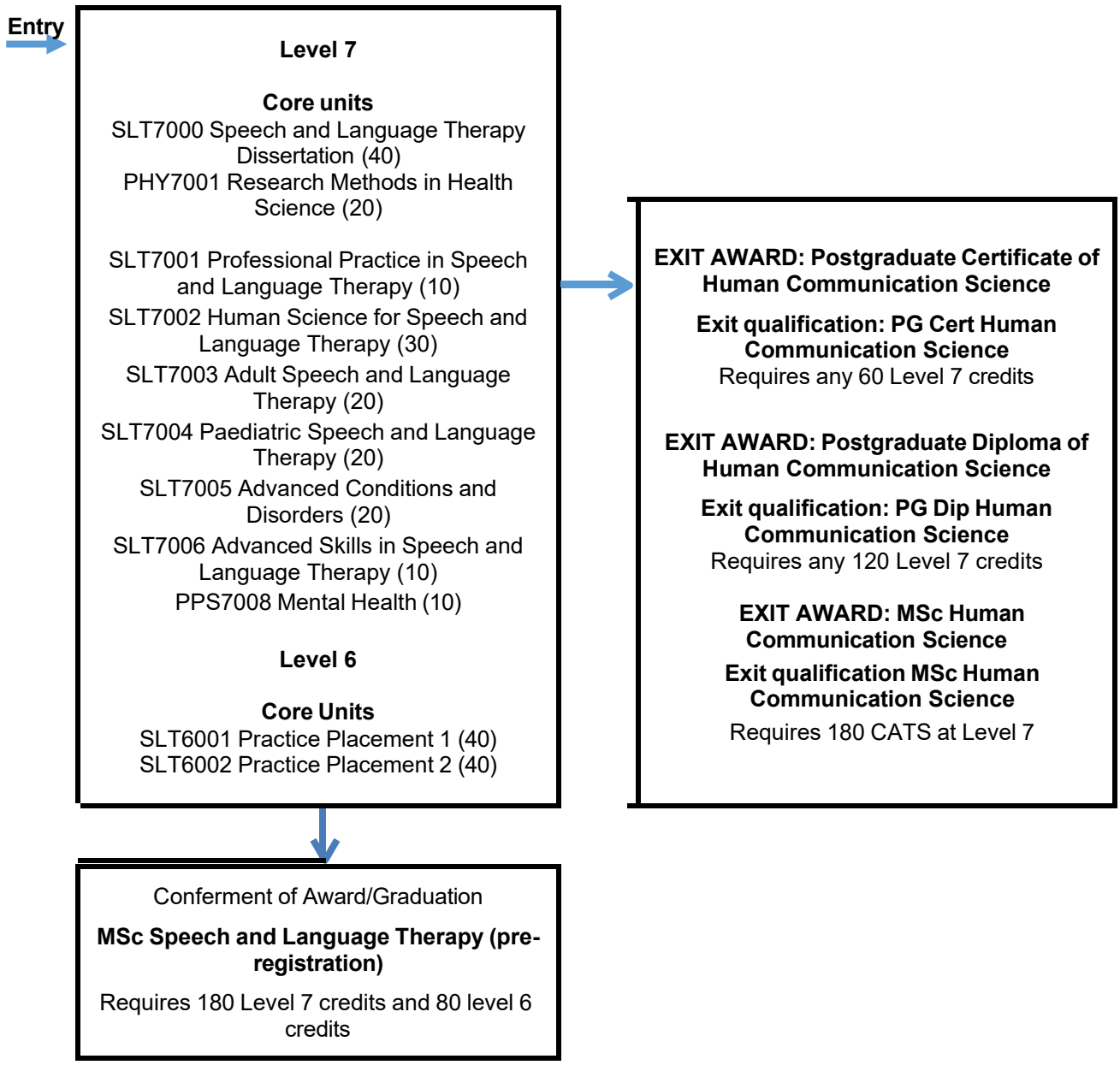
Course level

Description of Modification	Date of approval/ approving body	Intake to which modification applies
Unit version updated for SLT7005	29/11/2023	2023 and all future
Editorial corrections to incorrect credit requirements	N/A- Correction- applied 11/12/2024, no version change	2024 and all future
Editorial corrections to unit coding, version, and assessment weighting- PPS7008	N/A- Correction- applied 22/01/2025, no version change	2024 and all future

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies
SLT7005 Advanced Conditions and Disorders	Unit description updated Unit learning outcomes reworded Indicative content updated	29/11/2023	2023 and all future

Course Diagram MSc Speech and Language Therapy



Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course Intended Learning Outcomes).

Insert unit codes and levels and mark in each box where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. Add rows /delete columns as needed.

Unit Code	Level	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	E1	E2
SLT7000	7		TDA				TDA	TDA	TDA			TDA									
SLT7001	7			TDA				TDA					TDA	TDA							
SLT7002	7	TDA						TDA	TDA												
SLT7003	7					TDA	TDA	TDA	TDA	TDA										TDA	
SLT7004	7				TDA	TDA	TDA	TDA													
SLT7005	7				TDA	TDA	TDA	TDA													
SLT7006	7				TDA		TDA			TDA			TDA	TDA							
SLT6001	6									TDA				TDA	TDA	TDA	TDA	TD	TD	TDA	
SLT6002	6		TDA				TDA		TDA		TDA		TDA	TDA	TDA		TDA	TD	TD		TDA
PPS7008	7				TDA						TDA		TDA								
PHY7001	7											TDA									

Appendix 3 Course summary

Course title: MSc Speech and Language Therapy (pre-registration)

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	**Title**	**Version**	**Credits**	**Core/ Option**	**Pre/ co requisites**	**Exam 1**	**Exam 2**	**Cwk 1**	**Cwk 2**	**Prac 1**	**Prac 2**		**scheduled contact**	**directed non-contact**	**self-directed**
SLT7000	Speech and Language Therapy Dissertation	1	40	C	N/A			0%	100%			N	12	36	352
SLT7001	Professional Practice in Speech and Language Therapy	1	10	C	N/A			100%				N	30	22	48
SLT7002	Human Science and Speech and Language Therapy	1	30	C	N/A			60%	40%			N	72	144	84
SLT7003	Adult Speech and Language Therapy	1	20	C	N/A			40%		60%		N	60	96	44
SLT7004	Paediatric Speech and Language Therapy	1	20	C	N/A			40%		60%		N	60	96	44
SLT7005	Advanced Conditions and Disorders	1.1	20	C	N/A			40%		60%		N	60	96	44
SLT7006	Advanced Skills in Speech and Language Therapy	1	20	C	N/A			100%				N	30	22	48
PHY7001	Research Methods in Health Sciences	1	20	C	N/A			100%				N	48	96	56
PPS7008	Mental Health	2.0	10	C	N/A			50%		50%		N	16	32	52
SLT6001	Professional Practice 1	1	40	C	N/A			100%				Y	300	100	0
SLT6002	Professional Practice 2	1	40	C	N/A			100%				Y	300	100	0

Exit qualification:

EXIT AWARD: Postgraduate Certificate of Human Communication Science: Requires any 60 Level 7 credits
EXIT AWARD: Postgraduate Diploma of Human Communication Science: Requires any 120 Level 7 credits
EXIT AWARD: MSc Human Communication Science: Requires 180 CATS at Level 7
EXIT AWARD: MSc Speech and Language Therapy: Requires 180 CATS at Level 7 and 80 level 6 credits

*** If this box is marked 'yes,' then it is a requirement set by the relevant professional body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.**