

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Foundations of Professional Practice
<b>2</b>	<b>Module Credits</b>	40
<b>3</b>	<b>Module Level</b>	4
<b>4</b>	<b>Module Code</b>	SPR4039

<b>5</b>	<b>Module Overview</b>
<p>This module starts your development towards meeting the Health and Care Professions Council (HCPC) Standards of Proficiency (HCPC SoP, 2013) through providing you with the foundational skills needed to safely operate as a student professional within the context of current and future speech and language therapy services. Bringing together the Professional Practice (PP) and Research and Evidence-Based Practice (REBP) streams, the learning activities and outcomes for this module have been designed to ensure that you are able to begin level 5 with the prerequisite skills to engage with the next level of study and maximise your potential to achieve. This module is the beginning of your journey as a life-long learner – you will develop core, transferable skills and the ability to reflect, adapt and question, whilst putting the client at the centre of the process as described in the Programme Philosophy (HCPC SoP 2.1).</p> <p>The Royal College of Speech and Language Therapists (RCSLT, 2010: 31-32) state that ‘research underpins the development of the profession’. Through working towards learning outcomes 1 and 2 you will develop core study skills and be introduced to the concepts of evidence-based practice (EBP), as well as the broader role of research in speech and language therapy (HCPC SoPs 13; 13.2). You will learn to retrieve and reference SLT research-related sources, start to develop the knowledge and skills required to evaluate these sources, and learn to present your work in an appropriate academic style.</p> <p>RCSLT (2010: 22-23) also state that student SLTs should develop their understanding of professional contexts, their team working skills and their ability to practise reflectively. Through working towards learning outcomes 3 and 4 you will have the opportunity to learn about the variety of roles and responsibilities of the Speech and Language Therapist (SLT) and the range of cultural backdrops within which the SLT practises. You will study communication and metacommunication (the ability to reflect upon and adapt your own communication), reflection, confidence and the development of self as a professional at a foundational level. Through studying the module you will develop your ability to gather appropriate information and communicate effectively in a range of formats (over the telephone, face-to-face and in writing) – this will include a focus on both verbal and non-verbal interaction skills (HCPC SoPs 8; 8.1; 14.4).</p> <p>Enabling you to practise safely within a clinical environment is a key thread of this module. You will be introduced to the legal and ethical boundaries pertinent to SLT and your responsibilities to service users and others (HCPC SoPs 2; 2.7; 15; 15.5). You will learn about professional standards relating to written communication (including clinical notes), particularly related to the importance of information governance and maintaining confidentiality (HCPC SoPs 7; 7.2; 10; 10.1). Through experience and reflection, you will learn to recognise the limits of your practice and identify when you need to seek support or advice (HCPC SoP 1.1).</p>	

This module supports the programme aims in the following ways:

- 1. Pursuing excellence:** You will develop your skills of reflection (HCPC SoP 11.1) and your ability to evaluate evidence (HCPC SoP 12.1) in order to meet the demands of your role as a student speech and language therapist, including the need to conduct yourself in an appropriate manner (HCPC SoP 3.1).
- 2. Practice-led, knowledge-applied:** You will have the opportunity to apply your transferable profession-specific knowledge and skills in a variety of settings, including simulations, the Conversation Skills practice experience, the SLT observation experience and individual and group work with service users.
- 3. Interdisciplinary:** Through sessions focused on communication skills, developing professionalism and communication in context (multiculturalism) you will develop the requisite foundation skills and competencies required to progress through the course. You will be introduced to the partnership approach to practice and team-working through sessions facilitated by service users, staff and other professionals and you will be provided with opportunities to implement this learning during lectures, workshops, simulations and placement experiences. You will learn the importance of mutual respect and trust, respect for the rights, dignity and values of service users and the need to practise in a non-discriminatory manner (HCPC: SoPs 2.3; 2.4; 6).
- 4. Employability-driven:** This module will introduce you to HCPC as a professional regulator, as well as key publications such as the Standards of Proficiency (SoP) and the Guidance on Conduct and Ethics for Students (HCPC, 2016). You will be supported to develop your time management and organisational skills (HCPC SoP 1.1) through specific teaching sessions (e.g. Information literacy and time management; Professionalism – what does it mean?) and through staged release of directed tasks (e.g. completing online mandatory training and writing reflections following your clinical experiences). You will be encouraged to reflect upon what strategies work best for you as an individual and adopt a solution-focused approach ensuring that you implement successful methods when forward planning. Reflection on your experiences and demonstrating a commitment to continuing development is a key aspect of this module (HCPC SoP 3.3).
- 5. Internationalisation:** A key aspect of professional practice is developing an understanding of the changing context within which you will work (HCPC SoP 14.2). Throughout this module you will learn about different perspectives to healthcare, professionalism and research and how this can vary at local, national and international levels (HCPC SoP 13.12). You will be directed to access quality research information from across the world and to consider how this collective evidence-base can inform our practice.

This module is also aligned with the Quality Assurance Agency for Higher Education subject specific benchmark statements for SLT (QAA; A1, A2, A3, A4, B1, B3, B4 and C1.)

In line with the programme's Learning, Teaching and Assessment Strategy, a wide variety of delivery methods will be used in this module, including workshops, lectures, online learning and discussions, observation opportunities, interactions with service users and simulations. Teaching sessions will take place in both whole and small groups, maximising the opportunities to develop your confidence and

skills, as well enabling you to learn from and with others. You will be directed to pre- and post-session study throughout the module as appropriate. A module briefing (to include assessment) will take place at the start of the module and further specific assessment briefings will be offered at least one month before each assessment date. Formative (qualitative) feedback will be provided throughout the module and you will receive both formative and summative (quantitative) feedback after assessment. For students with additional needs, support can be instigated as soon as you request support with the help of the Students Services disability team and our own disability tutor. Reasonable adjustments will be made for assessment, but also on a day to day basis, such as publishing resources online a week in advance.

<b>6</b>	<b>Indicative Content</b>
	<ul style="list-style-type: none"><li>• Communication skills</li><li>• Professionalism</li><li>• Reflection</li><li>• Literature searching</li><li>• Evidence-based practice</li><li>• Ethics</li></ul>

<b>7</b>	<b>Module Learning Outcomes</b>	
	<b>On successful completion of the module, students will be able to:</b>	
	<b>1</b>	Identify, gather and reference a range of appropriate sources accurately and consistently.
	<b>2</b>	Evaluate evidence and information from SLT-related sources.
	<b>3</b>	Adapt your communication skills and behaviours in response to the needs of the professional context.
	<b>4</b>	Reflect on your own position and the impact your actions have on others in a professional context.

<b>8</b>	<b>Module Assessment</b>		
<b>Learning Outcome</b>			
	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1, 2</b>	<b>X</b>		
<b>3, 4</b>			<b>X</b>

<b>9</b>	<b>Breakdown Learning and Teaching Activities</b>	
<b>Learning Activities</b>	<b>Hours</b>	
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	100	
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	30	
<b>Private Study (PS)</b> includes preparation for exams	270	
<b>Total Study Hours:</b>	400	