**RCSLT Accreditation of Pre-Registration Speech and Language Therapy Programmes**

**Audit Form**

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| **Programme details** | | | | |
| **Name of programme provider** | \_\_\_\_ | **Duration of programme** | \_\_\_\_ years | |
| **Name of awarding / validating body (if different from education provider)** | \_\_\_\_ | **Mode of delivery** | Full time  Part time  Other (please provide details) | |
| **Name of programme** | \_\_\_\_ | **Type of programme** | BSc  MSc | |
| **Name of Department, School or Faculty** | \_\_\_\_ | **Type of application** | New programme  Major change (with HCPC visit)  Major change (no HCPC visit)  Reaccreditation at end of five year accreditation period | |
| **Proposed first intake date** | \_\_\_\_ |
| **Contact details for person responsible for submitting the form to RCSLT** | | | | |
| **Name** | \_\_\_\_ | | | |
| **Job title** | \_\_\_\_ | | | |
| **Email address** | \_\_\_\_ | | | |
| **Telephone number** | \_\_\_\_ | | | |
| **Relationship to programme** | \_\_\_\_ | | | |
| **Declaration** I hereby declare that the information provided in this audit form is correct | | | | |
| **Signature**  \_\_\_\_ | **Print name**  \_\_\_\_ | | | **Date signed**  \_\_\_\_ |

**Notes:**

1. Not all paragraphs within the RCSLT Curriculum Guidance are mentioned on this form as some paragraphs only provide context
2. Please refer to the detail in the RCSLT Curriculum Guidance when completing the form, to ensure that all areas and content within each section are covered
3. This audit form is to be used for

* Accreditation for a new programme
* Reaccreditation of a major change to a programme
* Reaccreditation following expiry of RCSLT programme accreditation.

1. Course documentation refers to documents containing the following information:

* Programme outline
* Programme aims
* Programme learning outcomes
* Module descriptions

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|  | **Guideline** |  | | | | |
| **#** | **Description of guideline** | **Yes** | **No** | **Working towards (WT)** | **Evidence** | **Proposed actions and timelines** |
|  |  | *Column to state module/source document*  *Evidence for meeting the guideline:*  *e.g. module, source document* | | | | *Proposed actions and timelines to meet the guideline*  *This will be taken into consideration for imposing conditions on the accreditation.* |
| **PART THREE: Guidance for development and delivery of pre-registration programmes leading to registration of SLTs** | | | | | | |
| **3.1 Recruitment and admissions** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 3.1 | Robust, transparent and clearly defined admissions procedures |  |  |  |  |  |
| 3.1 | Suitable admissions requirements relating to health |  |  |  |  |  |
| 3.1 | Suitable admissions requirements relating to disability |  |  |  |  |  |
| 3.1 | Suitable admissions requirements relating to criminal records and offending |  |  |  |  |  |
| 3.1.1 | Suitable admissions requirements relating to English language proficiency |  |  |  |  |  |
| 3.1.2 | Suitable admissions requirements relating to UG programme |  |  |  |  |  |
| 3.1.3 | Suitable admissions requirements relating to PG programme |  |  |  |  |  |
| **3.2 Length and structure of programmes leading to registration as an SLT** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 3.2 | Appropriate maximum period of student registration |  |  |  |  |  |
| 3.2 | Opportunity for students on extended periods of study to maintain knowledge and skills |  |  |  |  |  |
| 3.2 | Appropriate processes for recognition of prior learning and experience |  |  |  |  |  |
| 3.2 | Explicit mandatory attendance requirements |  |  |  |  |  |
| 3.2.1 | Adequate overall programme length (full-time programme) |  |  |  |  |  |
| 3.2.2 | Adequate overall programme length (part-time programme) |  |  |  |  |  |
| **3.3 Learning, teaching and assessment: approaches and resources** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 3.3 | Suitable range of learning and teaching approaches |  |  |  |  |  |
| 3.3 | Learning methods encourage autonomy and independence |  |  |  |  |  |
| 3.3 | Adequate opportunities for learners to meet and learn in a group situation |  |  |  |  |  |
| 3.3 | Suitable holistic assessment strategy |  |  |  |  |  |
| **3.3 Learning, teaching and assessment: approaches and resources** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 3.3 | Appropriate resources for learning (including access to specialist speech and language analysis technology) |  |  |  |  |  |
| 3.3.1 | Programme leader appropriately qualified |  |  |  |  |  |
| 3.3.1 | Acceptable staff-student ratio |  |  |  |  |  |
| 3.3.1 | Adequate level of staffing |  |  |  |  |  |
| 3.3.2 | Service users included in development and delivery of the course |  |  |  |  |  |
| **3.4 Partnership in practice education provision** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 3.4 | Effective partnership working with placement providers |  |  |  |  |  |
| 3.4 | Appropriate process for managing issues of concern on placements |  |  |  |  |  |
| 3.4 | Effective communication mechanisms between HEI, student and placement provider |  |  |  |  |  |

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| **3.4 Partnership in practice education provision** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 3.4.1 | The course provides minimum number of Mandatory Placement Hours (150 sessions, 525 hours):   * Minimum placements supervised by SLTs (100 sessions, 350 hours) * Additional placements (50 sessions, 175 hours) |  |  |  |  |  |
| 3.4.1 | Appropriate range of supervised placements (minimum 30 sessions with paediatric and 30 with adult client groups) |  |  |  |  |  |

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| **PART FOUR: Guidance on curriculum content** | | | | | | | |
| **4.2 Key graduate capabilities** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| The programme supports learners to develop the appropriate knowledge and skills to demonstrate all the graduate capabilities outlined in Part 4.2 at the point of graduation. | |  | |  |  |  |  |
| **4.2.1 Communication** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| A. | Advanced communication skills |  | |  |  |  |  |
| B. | Promoting inclusion and access |  | |  |  |  |  |
| C. | Health promotion |  | |  |  |  |  |
| **4.2.2 Partnerships** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| A. | Interprofessional practice and teamworking |  | |  |  |  |  |
| B. | Working with service users, families and carers |  | |  |  |  |  |
| C. | Advocacy |  | |  |  |  |  |
| **4.2.3 Leadership and lifelong learning** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| A. | Self-development and self-management |  | |  |  |  |  |
| B. | Professional commitment/clinical business skills |  | |  |  |  |  |
| C. | Developing others |  | |  |  |  |  |
| D. | Innovation and change |  | |  |  |  |  |
| **4.2.4. Research and evidence-based practice** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| A. | Use of the evidence base to support clinical reasoning and practice |  | |  |  |  |  |
| B | Research skills and methods |  | |  |  |  |  |
| **4.2.4. Research and evidence-based practice** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| C. | Service evaluation and development |  | |  |  |  |  |
| **4.2.5. Professional autonomy and accountability** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| A. | Information governance, record-keeping and technology |  | |  |  |  |  |
| B. | Caseload and professional responsibility |  | |  |  |  |  |
| **4.3 APPLIED KNOWLEDGE OF SPEECH, LANGUAGE AND SWALLOWING DIFFICULTIES AND THEIR SPEECH AND LANGUAGE THERAPY MANAGEMENT** | | | | | | | |
| **4.3.1** **Key graduate capabilities relevant to all clinical areas listed in Table 2** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 4.3.1 | The curriculum includes applied knowledge of the full range of speech, language and swallowing difficulties and their SLT management |  | |  |  |  |  |
| **4.3.2 Clinical areas and key graduate capabilities additional to those covered in Table 1** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 1. | Acquired cognitive communication disorders |  | |  |  |  |  |
| 2. | Acquired language disorders |  | |  |  |  |  |
| **4.3.2 Clinical areas and key graduate capabilities additional to those covered in Table 1** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 3. | Acquired motor speech disorders |  | |  |  |  |  |
| 4. | Acquired neurological disorders and/or conditions |  | |  |  |  |  |
| 5. | Cleft lip and/or palate and other craniofacial conditions |  | |  |  |  |  |
| 6. | Dysphagia (eating, drinking and swallowing disorders) |  | |  |  |  |  |
| 7. | Fluency disorders |  | |  |  |  |  |
| 8. | Head and neck cancers and/or trauma |  | |  |  |  |  |
| 9. | Hearing impairment (incl. Deafness) |  | |  |  |  |  |
| 10. | Language disorders (adults and children) |  | |  |  |  |  |
| 11. | Mental health conditions (adults) |  | |  |  |  |  |
| 12. | Mental health conditions (children) |  | |  |  |  |  |
| **4.3.2 Clinical areas and key graduate capabilities additional to those covered in Table 1** | | **Yes** | | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
| 13. | Neurodevelopmental conditions and/or learning disabilities |  | |  |  |  |  |
| 14. | Speech sound disorders |  | |  |  |  |  |
| 15. | Voice disorders and voice modification |  | |  |  |  |  |
| **4.4 APPLIED KNOWLEDGE FROM OTHER DISCIPLINES UNDERPINNING SPEECH AND LANGUAGE THERAPY PROFESSIONAL PRACTICE** | | | | | | | |
| **4.4.1** **Phonetics and linguistics** | | **Yes** | **No** | | **WT** | **Evidence** | **Proposed actions and timelines** |
|  | Phonetics and clinical applications |  |  | |  |  |  |
|  | General linguistics and clinical applications |  |  | |  |  |  |
|  | Speech and language acquisition and change over the lifespan |  |  | |  |  |  |
|  | Psycholinguistics |  |  | |  |  |  |
|  | Conversation and discourse analyses |  |  | |  |  |  |

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| **4.4.1** **Phonetics and linguistics** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
|  | Sociolinguistics |  |  |  |  |  |
|  | Multilingualism |  |  |  |  |  |
| **4.4.2.** **Psychological and social sciences** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
|  | Theoretical frameworks in psychology |  |  |  |  |  |
|  | Psychological development and change |  |  |  |  |  |
|  | Applications of psychology to speech and language therapy practice |  |  |  |  |  |
|  | Applications of social and cultural factors to speech and language therapy practice |  |  |  |  |  |
|  | Language and literacy |  |  |  |  |  |
| **4.4.3.** **Biological and medical sciences** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
|  | General anatomy and physiology (basic level) |  |  |  |  |  |
| **4.4.3.** **Biological and medical sciences** | | **Yes** | **No** | **WT** | **Evidence** | **Proposed actions and timelines** |
|  | Biological processes with particular relevance for speech and language therapy |  |  |  |  |  |
|  | Neurology |  |  |  |  |  |
|  | Audiology |  |  |  |  |  |
|  | Ear, nose and throat (ENT) and maxillofacial surgery |  |  |  |  |  |
|  | Psychiatry |  |  |  |  |  |
|  | Paediatrics |  |  |  |  |  |
|  | Gerontology |  |  |  |  |  |
|  | Oncology |  |  |  |  |  |
|  | Palliative and/or end of life care |  |  |  |  |  |