# Audit Form

## Mapping your programme against the RCSLT Curriculum Guidance

This audit form is to be completed for:

* Accreditation of a new pre-registration programme
* Reaccreditation of an existing programme if significant changes are planned/have been made.
* Reaccreditation at the end of the five-year accreditation period.

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.

Column 1 contains a brief summary of relevant sections and paragraphs of the RCSLT Curriculum Guidance (CG). Please note that not all paragraphs within the RCSLT Curriculum Guidance are mentioned on this form as some paragraphs only provide context.

In column 2, you should provide details of source documents or links to web pages as evidence of alignment with the specific section or paragraph. Any documents or web pages referred to in column 2 should be made available to the RCSLT named contact and Education Representative as part of your submission, either as attachments to this form, or as accessible links.

In column 3, you **have the option** of providing more detail or supporting information about some aspects of your programme to enable the Education Representative to make a thorough assessment of the programme’s alignment with the Curriculum Guidance. The more detail you provide, the less likely it is that you will be asked to submit additional evidence. This is particularly relevant if:

1. The source evidence does not provide sufficient detail. For example:

* a module description or outline may not contain detail of all topics included in that module, thus making it difficult for the Education Representative to judge whether all clinical areas in Section 4.3 of the CG are covered.
* the placements handbook may not contain specific detail of placement hours to evidence adherence to CG 3.4.1

1. You have made/are planning specific changes to aspects of the programme. Here it is helpful if you provide a brief description of the change and a summary of how the change continues to ensure (or even enhances) alignment with the relevant CG section/paragraph.

You do not need to complete column 3 for all the Guidance sections – only those which would benefit from further information. If you would like any further guidance on completing this form, please contact RCSLT at [info@rcslt.org](mailto:info@rcslt.org)

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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** | UG  PG | |
| **Name of Department, School or Faculty** | | \_\_\_\_ |  |  | |
| **Contact details for person responsible for submitting the form to RCSLT** | | | | | |
| **Name** | \_\_\_\_ | | **Job title** | \_\_\_\_ | |
| **Relationship to programme** | \_\_\_\_ | |  |  | |
| **Email address** | \_\_\_\_ | | **Telephone number** | \_\_\_\_ | |
| **Declaration**  I hereby declare that the information provided in this audit form is correct | | | | | |
| **Signature**  \_\_\_\_ | | **Print name**  \_\_\_\_ | | | **Date signed**  \_\_\_\_ |

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|  | **Guideline** |
| **#** | **Description of guideline** | **Evidence**  *Please list relevant source documents/links to webpages/policies and procedures* | **Brief supporting information (optional)**  *Please include:*   * *any additional information or detail to complement the source evidence* * *brief description of change and how continued alignment with the relevant CG is ensured/enhanced* |
| **3.1 Recruitment and admissions** | | **Evidence** | **Brief supporting information** |
| 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 |  |  |

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| **3.2 Length and structure of programmes leading to registration as an SLT** | | **Evidence** | **Brief supporting information** |
| 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** | | **Evidence** | **Brief supporting information** |
| 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 | 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** | | **Evidence** | **Brief supporting information** |
| 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 |  |  |
| 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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| **4.2 Key graduate capabilities** | | **Evidence** | **Brief supporting information** |
| The programme supports learners to develop the appropriate knowledge and skills to demonstrate all the graduate capabilities outlined in Part 4.2 of the CGs at the point of graduation. | |  |  |
| **4.2.1 Communication** | | **Evidence** | **Brief supporting information** |
| A. | Advanced communication skills |  |  |
| B. | Promoting inclusion and access |  |  |
| C. | Health promotion |  |  |
| **4.2.2 Partnerships** | | **Evidence** | **Brief supporting information** |
| A. | Interprofessional practice and teamworking |  |  |
| B. | Working with service users, families and carers |  |  |
| C. | Advocacy |  |  |
| **4.2.3 Leadership and lifelong learning** | | **Evidence** | **Brief supporting information** |
| 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** | | **Evidence** | **Brief supporting information** |
| A. | Use of the evidence base to support clinical reasoning and practice |  |  |
| B | Research skills and methods |  |  |
| C. | Service evaluation and development |  |  |
| **4.2.5. Professional autonomy and accountability** | | **Evidence** | **Brief supporting information** |
| A. | Information governance, record-keeping and technology |  |  |
| B. | Caseload and professional responsibility |  |  |

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| **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 (see CG p54)** | | **Evidence** | **Brief supporting information** |
| 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 (see CG p56)** | | **Evidence** | **Brief supporting information** |
| 1. | Acquired cognitive communication disorders |  |  |
| 2. | Acquired language disorders |  |  |
| 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) |  | Please complete and submit the supplementary information form for pre-registration EDS competencies. Please visit the RCSLT website for more information [RCSLT Competencies in EDS for pre-registration education and training of SLTs OCT 2021](https://www.rcslt.org/wp-content/uploads/2021/11/RCSLT-Competencies-in-EDS-for-pre-registration-education-and-training-of-SLTs_OCT-2021.pdf) (PDF) |
| 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) |  |  |
| 13. | Neurodevelopmental conditions and/or learning disabilities |  |  |
| 14. | Speech sound disorders |  |  |
| 15. | Voice disorders and voice modification |  |  |

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| **4.4 Applied knowledge from other disciplines underpinning speech and language therapy practice** | | | |
| **4.4.1** **Phonetics and linguistics** | | **Evidence** | **Brief supporting information** |
|  | Phonetics and clinical applications |  |  |
|  | General linguistics and clinical applications |  |  |
|  | Speech and language acquisition and change over the lifespan |  |  |
|  | Psycholinguistics |  |  |
|  | Conversation and discourse analyses |  |  |
|  | Sociolinguistics |  |  |
|  | Multilingualism |  |  |
| **4.4.2.** **Psychological and social sciences** | | **Evidence** | **Brief supporting information** |
|  | 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** | | **Evidence** | **Brief supporting information** |
|  | General anatomy and physiology (basic level) |  |  |
|  | 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 |  |  |

**END OF FORM**

More information: [RCSLT Accreditation](https://www.rcslt.org/learning/rcslt-accreditation/) and [RCSLT Accreditation information for programme providers](https://www.rcslt.org/learning/rcslt-accreditation/information-for-programme-providers/)