



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Metropolitan College
3	Professional body accreditation	
4	Final Award	BSc (Hons) in Speech and Language Therapy
	Subsidiary exit awards	<i>CertHE</i> <i>DipHE</i> <i>BSc Speech and Language Studies</i>
5	Programme Title	Speech and Language Therapy
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	10
8	Mode of delivery and duration	Four years full-time
9	Date of validation/review	May 2018

10. Educational Aims of the programme

This degree programme is based on the integration of a three-way interaction between theory, clinical practice and research, aiming to produce knowledgeable and confident Speech and Language Therapists. Progression through the programme demonstrates an increase in autonomy, student directed learning and capacity for life-long professional development.

The aims of the programme focus on the integrated development of academic, practical and professional knowledge, understanding and skills. The programme aims to build upon the transferable and intellectual skills, such as critical, evaluative thinking, problem solving, clarity of oral and written communication, abilities in literature searching and understanding of research methodology. These are developed in the context of the knowledge and skills base specific to the profession and discipline of Speech and Language Therapy, the related disciplines of Linguistics, Phonetics, Psychology, Biological and Medical Sciences, and Health and Care policy and practices, including inter-professional working. Students are offered the opportunity to study and learn within a friendly, supportive and open environment that ensures procedures are clear and that encourages the growth of autonomy.

More specifically, the programme aims to foster in students:

- Personal and professional skills which fit them for practice in a healthcare profession and for effective collaborative working in educational contexts;
- specific knowledge, understanding and skills which fit them for effective, evidence-based and reflective clinical practice to secure, maintain or improve the health and well-being of people with a range of communication and swallowing disorders;
- awareness of the value of roles of different members of the multi-professional team and their contribution to the management of communication and related impairments, in order to develop competence in inter-professional practice;
- ability to communicate their critical understanding and knowledge clearly in writing, speech and other modes of presentation;
- awareness of the importance of evidence-based practice, critical appraisal and research skills;

- effective time management; and
- motivation and ability to engage in continuing professional development and life-long learning.

11. Benchmark statements/professional and statutory body requirements covered by the programme

The programme design was based on the professional and educational standards as those are described in the following documents:

- HCPC Standards of Proficiency for SLTs
- HCPC Standards of Education and Training
- QAA Benchmark Statements for SLTs
- Scottish Credit Qualification Framework

12. Learning Outcomes of the Programme

The specific learning outcomes for each module along with learning experiences and assessment patterns are described in the module descriptors (Appendix I). The broad learning objectives of the programme are described below:

Upon successful completion of the BSc (Hons) in Speech and Language Therapy, students will be able to:

1. Critically discuss the theoretical and applied principles of a wide variety of disciplines related to Speech and Language Therapy (i.e., Linguistics, Psychology, Speech, Language, Communication and Swallowing Pathology, Biological and Medical Sciences, Research Methods).
2. Transfer and apply the acquired theoretical knowledge into clinical observation and practice.
3. Deliver evidence-based diagnosis, planning and treatment of a variety of developmental and acquired speech, language, communication and swallowing disorders, in a wide range of clients and settings, while demonstrating an understanding of the importance of a person-centred approach..
4. Monitor and evaluate treatment outcomes, modify and readjust their intervention strategy and planning according to results and patient needs/priorities.
5. Critically reflect on their own role and contribution to the intervention outcome.
6. Demonstrate professional responsibility, ethical conduct and respect towards the special characteristics, abilities and needs of clinical patients.
7. Find and critically evaluate evidence and information from a variety of sources in order to support their arguments and clinical decisions.
8. Systematically follow scientific and social advances and integrate new practices and methods into their clinical practice.
9. Communicate effectively, orally and in writing, scientific information, reasoned advice and professional opinion to patients and their carers, to colleagues and other professionals, and to the community.
10. Exhibit advanced interpersonal and team working skills; develop successful therapeutic relationships with patients and their carers, as well as collaborative working relationships with colleagues and other professionals from related disciplines.
11. Define and justify research questions, test hypotheses and carry out small scale research projects independently, both in the academic and professional context.

Specifically, the following specific learning outcomes are set:

Knowledge and Understanding: On successful completion of the BSc (Hons) in Speech and Language Therapy, students will be able to demonstrate knowledge and understanding of:

1. The theoretical approaches and the stages of language development.
2. The range of disorders treated by a speech and language therapist (SLT).
3. Developmental language disorders and related issues.
4. Acquired language disorders and related issues.

5. Topics in linguistics and its significance for the profession of an SLT.
6. Topics in psychology and specialised disciplines such as abnormal psychology and counselling.
7. The methodologies used in scientific research and their application to SLT.
8. Topics related to neuropathology, its relation to communication and its applications to SLT.
9. Topics related to the organisation and management of health care services.
10. Topics related to hearing impairment, its assessment and management.
11. Topics related to voice disorders, their assessment and management.
12. Topics related to experimental techniques used in the investigation of language.
13. Topics related to bilingualism and its relation to language abilities and language disorders.
14. Topics related to fluency disorders, their assessment and management.
15. Topics related to the assessment and management of acquired dysphagia.

Intellectual skills: On successful completion of the BSc (Hons) in Speech and Language Therapy, students will be able to:

1. Relate theoretical knowledge to clinical observation and practice.
2. Discuss how issues on disciplines of psychology, neurology and linguistics relate to the profession of an SLT.
3. Evaluate and make decisions regarding the selection of the appropriate research methodology for a specific research topic.
4. Critically evaluate approaches to assessment and remedy of a range of disorders.
5. Evaluate efficacy of treatment and act accordingly.
6. Reflect on personal performance and act accordingly.

Practical skills: On successful completion of the BSc (Hons) in Speech and Language Therapy, students will be able to:

1. Demonstrate a range of clinical skills and professionalism in a clinical setting providing SLT client types.
2. Produce and implement a therapy plan appropriate for a variety of SLT client types.
3. Demonstrate research skills (i.e. plan, design methodology, collect, analyse and present empirical data).
4. Demonstrate reading and writing skills adequate for reading relevant literature and writing a piece of academic work.
5. Draw a linguistic profile for a variety of SLT client types.
6. Use appropriate methods with a range of SLT clients.
7. Exhibit skills of working in a multi-disciplinary team and decide collaboratively on treatment.
8. Use findings of psycholinguistic research to inform decisions related to assessment and treatment.
9. Create materials to enhance learning for students with learning difficulties.

Transferable skills: On successful completion of the BSc (Hons) in Speech and Language Therapy, students will be able to:

1. Evaluate and assess clients' abilities and needs.
2. Select and perform appropriate statistical analyses depending on specific research topics.
3. Use a number of software applications such as word processing, statistical software (SPSS, excel).
4. Conduct searches in electronic resources using generic search engines (e.g. Google Scholar as well as specialist academic and professional ones (e.g. Ingentaconnect, QMU electronic resources, ASHA etc.).
5. Exhibit skills in evaluating theoretical approaches based on experimental findings.
6. Conduct research in the literature and collect background information on a given topic.
7. Perform oral presentation using a number of visual aids, e.g. PowerPoint software.
8. Demonstrate advanced skills in summarising and rephrasing as well as reviewing sources in English.
9. Explain and promote evidence based healthcare using person-centred approaches.

10. Construct a CV and develop skills for job interviews.

13. Teaching and learning methods and strategies

Teaching and learning approaches across the programme include:

- lectures
- laboratory sessions
- clinical observation and supervised clinical practice
- portfolio work
- e-learning
- independent group activities
- independent individual learning
- individual project supervision
- directed and self-directed practicals
- seminar discussions
- video presentations
- workshops

The programme promotes a level of intellectual maturity developed through academic studies, together with a level of social maturity gained through life experience and clinical experience. Academic subjects are taught through lectures reinforced by video presentations, multidisciplinary seminars, workshops, clinical practice and independent study. Students also have the opportunity to use the Speech Laboratory (for speech and voice analysis) and Computer Lab, equipped with up-to date specialised software, hardware and electronic tools. Integration of academic subjects and clinical practice is achieved through clinical tutorials, workshops, “master classes” and case presentations.

Attendance at lectures, laboratory sessions, workshops, practicals, etc. is mandatory and closely monitored in all modules. Students must attend at least 80% of the teaching hours of each academic module. If they fail to meet this attendance requirement, students will not be allowed to sit for exams or submit coursework for the module(s). The same regulation applies to the clinical practice.

The purpose of mandatory attendance is not simply to ensure students’ participation in teaching and learning, but also to encourage constructive interaction with their peers and the academic staff. Regular attendance increases students’ chances of success in module assessments and facilitates their adjustment to the programme of studies.

Attendance at class is only part of the learning experience, however. Students are also encouraged to learn independently through a variety of methods. These include: reading recommended texts; independent exploration of a variety of literature sources; use of on-line and CD-Rom materials; attendance at learning groups; completion of formative and summative assignments; maintenance of a professional portfolio; and personal, clinical and project tutorials which can be arranged with academic tutors via the drop-in office hours provision, and with clinical tutors while on placement.

14. Assessment strategies

The forms of assessment vary according to the aims and objectives of each module and level of studies. Assessment may be in the form of a final exam, assignment or continuous assessment.

Various types of assessment are used, including:

- written and oral examinations
- clinical examinations (video-taped or recorded)
- multiple choice examinations
- video-exams
- projects
- essays

- case presentations
- oral presentations
- laboratory reports
- research reports
- dissertation

Appropriate feedback is provided for all elements of assessment, forming an essential part of the learning experience.

The assessment scheme for each module (number of elements, characteristics of each element and relevant weightings) is detailed in the module descriptors.

Note that all students on the Programme, regardless of whether they are examined in Maroussi, Piraeus or Thessaloniki, will be assessed in identical exams / assignments, which will be prepared collaboratively by the module coordinators of the three sites and moderated by the External Examiner. This guarantees that all students of the Programme are assessed under the exact same conditions and, thus, their marks are fully comparable and consistent.

15. Programme structures and features, curriculum modules (modules), credits and award requirements (including any periods of placement)

The BSc (Hons) in Speech and Language Therapy is a four-year academic programme. Each year / level is divided in two semesters, each consisting of 12 teaching weeks.

The programme comprises 27 credited compulsory core modules, 4 non-credited modules (English for Academic Enquiry) and 6 credited elective modules. The modules in the first 3 levels are all compulsory, providing the students with knowledge, understanding and skills that are necessary for professional practice. In Level 4, in addition to some further compulsory modules, students take two elective modules offered, selecting one from the three that are offered in each semester. Elective modules are taught when a minimum number of 12 students apply for them. The provision of elective modules, together with individual research projects, means that in their final year students have an opportunity to undertake deeper level study in areas of particular interest to them.

The programme is designed to include modules ascribed to four broad interrelated scientific areas ('strands'), all of them directly related to the profession of an SLT and to the learning outcomes of the programme:

- **Clinical studies (CLIN):** these modules constitute the backbone of the programme and run across all four levels of study, providing students with in-depth knowledge of the characteristics, the complex aetiology and treatment methods of a variety of developmental and acquired speech, language, communication and swallowing disorders, as well as with professional practice (also see: clinical placements) on the diagnosis, planning, treatment and follow-up of these disorders in a wide range of clients and settings.
- **Linguistic sciences (LING):** the linguistics modules provide students with knowledge of the structure, the various components and dimensions of language, their interrelations and their development. Special emphasis is put on linguistic description and analysis skills (instrumental and non-instrumental) which are necessary for the professional practice of a SLT. Apart from the general principles of language and linguistic theory, these modules are mainly focused on the specific characteristics of Greek language (Greek phonetic alphabet, linguistic analysis of Greek speech, acquisition and development of Greek, etc.), which will be the language of habitual use of their prospective clients and, thus, the language which they be required to work on as SLTs.
- **Behavioural and Educational Sciences (BES):** this component of the programme provides students with knowledge of typical and atypical human behaviour (e.g., memory, perception, thinking, learning, emotion, intelligence) and the ways in which these change during development. It also offers a solid knowledge of the educational theories, as well as the regulations and practices especially in the context of Special Education in Greece.

- **Research methods (RM):** provide students with skills which will enable them to find, evaluate and use evidence and information from a variety of sources, define and theoretically support research questions and hypotheses, carry out small scale research projects independently, both in the academic and professional context, and present their results appropriately and effectively.
- In the field of healthcare there is an acknowledged need for the professionals to work in a collaborative and integrated way, as members of a team, with the ultimate goal of providing safe and effective patient-centered services from a multidisciplinary perspective. Hence, **interprofessional education (IPE)** is a major component for all healthcare programmes, enabling students to understand and demonstrate collaborative skills, communicate with other professionals within a multidisciplinary setting and learn and respect the role of each member in an interprofessional team. For this reason, interprofessional education forms a key ‘strand’ of the Speech and Language Therapy programme. IPE encompasses three overlapping components: the theoretical principles of interprofessional working as applied to various client groups; clinical experience of interprofessional working; and shared learning with students from other professional areas. The principles of interprofessional working are embedded in the content of many modules throughout all levels of studies:
 - Level 1 – Clinical Aspects of SLT I
 - Level 2 – Physiology & Pathology of Speech, Hearing, Voice and Swallowing
 - Level 3 – Dysphagia
 - Level 4 – Clinical Aspects of SLT IV / Voice Disorders / Health Psychology / Organisation and Management of Health Care services.

Sessions on interprofessional skills involve contributions from invited lecturers from the professions that typically collaborate with speech and language therapists, including occupational therapists, special educators, physiotherapists and psychologists.

All students have the opportunity to experience interprofessional working on clinic placements from level 2 to 4 (Clinical Practice II, III and IV), as all will have at least one placement within a multiprofessional team.

Shared learning with other healthcare students takes place through regular interprofessional seminars and workshops at AMC. These aim to familiarise students with the collaborative skills that are needed in a multidisciplinary setting by simulating real working conditions.

In addition to the above-mentioned academic components of the programme, Metropolitan College offers students an additional non-credited (N/C) module (English for Academic Enquiry). These **English language modules (EN)**, although not weighted, are compulsory and students need to pass them in order to proceed to the next levels. Their main aim is to familiarise students with various types of academic English texts and the essential terminology of the SLT profession. More specifically, students practice and learn a range of English Language studying, writing and researching skills (reading and note-taking, essay planning and writing reports, coherent reasoning, academic writing).

The description, weighting and distribution of the Programme modules across levels and semesters are detailed in Table 1. The specific learning outcomes for each module along with learning experiences and assessment patterns are described in the module descriptors.

TABLE 1. Programme structure: distribution of modules across levels and semesters.

Level 1

STRAND	Title	Credits	Co-ordinator	Semester
CLIN	Clinical Aspects of SLT I	20	MAR: T. Chatzivasileiou PIR: T. Chatzivasileiou THES: K. Efraimidou	FALL+SPRING
CLIN	Human Anatomy & Physiology for SLTs	20	MAR: E. Farmakis PIR: E. Farmakis THES: M. Garefalaki	FALL
CLIN	Neurology	10	MAR: S. Xifara PIR: S. Xifara	SPRING

			THES: M. Garefalaki	
LING	Introduction to Linguistics	20	MAR: El. Nirgianaki PIR: M. Chiou THES: S. Tegou	FALL+SPRING
LING	First Language Acquisition and Analysis	20	MAR: K. Konstantzou PIR: D. Paizi THES: A. Aleksandri	SPRING
BES	Human Cognition and Development	20	MAR: S. Loui PIR: M. Boyiatzi THES: C. Lepidou	FALL+SPRING
RM	Academic Essay writing	10	MAR: D.Paizi PIR: D.Paizi THES: K. Sevriz	FALL
	English for Academic Enquiry	N/C	TBA	FALL+SPRING

Upon successful completion of Level 1 (Total credits: 120) – interim exit award: **CertHE**

Level 2

STRAND	Title	Credits	Co-ordinator	Semester
CLIN	Clinical Aspects of SLT II	10	MAR:M. Argyropoulou PIR: M. Argyropoulou THES: K. Efraimidou	FALL+SPRING
CLIN	Clinical Practice II	20	MAR: A. Chaida PIR: El. Pagona THES: K. Kyriazis	FALL+SPRING
CLIN	Developmental Communication Difficulties	20	MAR: I. Neonaki PIR: I. Neonaki THE: K. Efraimidou	FALL+SPRING
CLIN	Physiology & Pathology of Speech, Hearing, Voice and Swallowing	20	MAR: G. Tegou PIR: C. Karachalia THES: El. Terzidou	FALL+SPRING
LING	Phonetic Sciences	20	MAR: A.Chaida PIR: S. Loui THES: S. Tegou	FALL+SPRING
LING	Clinical Linguistic Analysis	10	MAR: D.Paizi PIR: D. Paizi THES: A. Aleksandri	SPRING
RM	Evidence based Health Care for SLT	20	MAR: M. Takousi PIR: M. Boyiatzi THES: N. Sapountzis	FALL+SPRING
	English for Academic Enquiry	N/C	TBA	FALL+SPRING

Upon successful completion of Level 2 (Total credits: 240) – interim exit award: **DipHE**

Level 3

STRAND	Title	Credits	Co-ordinator	Semester
CLIN	Clinical Aspects of SLT III	20	MAR: G. Tegou THE: G. Tegou THES: S. Koutras	FALL+SPRING
CLIN	Clinical Practice III	20	MAR: A. Chaida PIR: El. Pagona THES: K. Kyriazis	FALL+SPRING
CLIN	Acquired Neuropathologies of Speech & Language	20	MAR: G. Tegou PIR: C. Karachalia THES: El. Terzidou	FALL+SPRING
CLIN	Communication Problems in Autistic Spectrum Disorders	10	MAR: G. Kalomoiris PIR: G. Kalomoiris THES: K. Kyriazis	SPRING

CLIN/BES	Hearing Impairment	10	MAR: M. Hatzopoulou PIR: M. Hatzopoulou THES: A. Karamouzi	FALL
CLIN	Dysphagia	10	MAR: G. Tegou PIR: G. Tegou THES: El. Terzidou	SPRING
LING	Experimental Linguistics - Psycholinguistics	10	MAR: D.Paizi PIR: D.Paizi THES: A. Aleksandri	FALL
RM	Investigative Methods	20	MAR: M. Takousi PIR: M. Boyiatzi THES: N. Sapountzis	FALL+SPRING
	English for Academic Enquiry	N/C	TBA	FALL+SPRING

Upon successful completion of Level 3 (Total credits: 360) – interim exit award: **B.Sc. in Speech and Language Studies**

Level 4

STRAND	Title	Credits	Co-ordinator	Semester
CLIN	Clinical Aspects of SLT IV	20	MAR: G. Tegou PIR: Ch. Karachalia THES: K. Kyriazis	FALL+SPRING
CLIN	Clinical Practice IV	20	MAR: A. Chaida PIR: El. Pagona THES: K. Kyriazis	FALL+SPRING
CLIN	Cognitive Impairments in Adults	10	MAR: C. Karachalia PIR: C. Karachalia THES: S. Koutras	FALL
CLIN	Voice Disorders	10	MAR: S. Xifara PIR: S. Xifara THES: El. Terzidou	SPRING
RM	Dissertation	40	MAR: El. Nirgianaki PIR: El. Pagona THES: S. Koutras	FALL+SPRING

ELECTIVE MODULES

Students study **TWO** from elective modules listed (20 credits)

STRAND	Title	Credits	Co-ordinator	Semester
CLIN	Fluency Disorders- Stuttering	10	MAR: G. Kalomoiris PIR: G. Kalomoiris THES: K. Efraimidou	FALL
LING/BES	Bilingualism	10	MAR: P. Gianneli PIR: P. Gianneli THES: A. Alexandri	FALL
BES	Health Psychology	10	MAR: I. Manaras PIR: M. Takousi THES: C. Lepidou	FALL
BES	Abnormal Psychology and & Challenging Behaviour Management	10	MAR: M. Takousi PIR: M. Boyiatzi THES: C. Lepidou	SPRING
BES	Specific Learning Difficulties	10	MAR: P. Gianneli PIR: P. Gianneli THES: A. Karamouzi	SPRING

Organisation & Management of Health Care Services	10	MAR: I. Manaras PIR: El. Pagona THES: V.Balis	SPRING
---	----	---	--------

Upon successful completion of Level 4 (Total credits: 480) – Final award: **Bachelor of Science with Honours in Logopaedics [B.Sc. (Hons) Logopaedics]**

Clinical Placement Design/ Hours:

	Fall semester	Spring semester
LEVEL 1	<ul style="list-style-type: none"> ▪ Nursery placements at the end of the semester [Non clinical] – 5 weeks – Minimum 20 hours 	<ul style="list-style-type: none"> ▪ Nursery placements throughout the semester [Non clinical] – 13 weeks – Minimum 50 hours ▪ Metropolitan CollegeSLT lab (in-house clinic) – Observation – 13 weeks – Minimum 30 hours
LEVEL 2	<ul style="list-style-type: none"> ▪ Clinical placement* – Observation of assessment and treatment – Paediatrics: developmental disorders, learning difficulties, autistic spectrum disorders, neurological disorders – 13 weeks – Minimum 40 hours ▪ Metropolitan CollegeSLT lab (in-house clinic) – observation – 13 weeks – Minimum 50 hours 	<ul style="list-style-type: none"> ▪ Metropolitan CollegeSLT lab (in-house clinic) –observation – 13 weeks – Minimum 50 hours
LEVEL 3	<ul style="list-style-type: none"> ▪ Clinical placement – Observation, supervised assessment, therapy planning, caseload management – Developmental disorders, hearing impairment, voice disorders, neurological disorders – 13 weeks – Minimum 50 hours ▪ Metropolitan CollegeSLT lab (in-house clinic) – observation and supervised assessment and therapy sessions – 13 weeks – Minimum 60 hours 	<ul style="list-style-type: none"> ▪ Clinical placement – Observation, supervised assessment, therapy planning, caseload management – Developmental disorders, hearing impairment, voice disorders, neurological disorders – 13 weeks – Minimum 50 hours ▪ Metropolitan CollegeSLT lab (in-house clinic) – observation and supervised assessment and therapy sessions – 13 weeks – Minimum 60 hours
LEVEL 4	<ul style="list-style-type: none"> ▪ Clinical placement – Supervised planning therapy and caseload management – various disorders from the SLT span – 13 weeks – Minimum 50 hours ▪ Metropolitan CollegeSLT lab (in-house clinic) – observation and supervised assessment and therapy sessions – 13 weeks – Minimum 70 hours 	<ul style="list-style-type: none"> ▪ Clinical placement – Supervised planning therapy and caseload management – various disorders from the SLT span – 13 weeks – Minimum 50 hours ▪ Metropolitan CollegeSLT lab (in-house clinic) – observation and supervised assessment and therapy sessions – 13 weeks – Minimum 70 hours
TOTAL HOURS:		min. 700 hrs

Note: Clinical practice hours throughout the programme have been distributed based on Clinical Practice and Clinical Aspects of SLT modules requirements, taking however into consideration the official clinical practice requirements or SLT graduates by Greek professional bodies, where the total number of hours should add up to 700.

Marking system and progression

Marking system

Every module assessment is marked by one marker and moderated by at least two other markers. All assessments are moderated by two internal markers (one from another campus and one at QMU) and all level 3 and 4 assignments are also moderated by an external examiner appointed by QMU. The role of the external examiner is to moderate the marks given by internal examiners and suggest adjustments in cases of inconsistency.

All marks, as well as suggestions made by the external examiner, are considered by the Board of Examiners at the end of each academic session. Final marks are announced after the Board of Examiners (for further details on the role of the External Examiner and the Board of Examiners, see: section 11).

To standardise the assessment procedure, the making and grading scheme used by QMU is adopted. This is as follows:

Grade	Mark	Interpretation	Honours degree classification
A+	80% <	outstanding performance exceptionally able	FIRST CLASS
A	70-79.9%	an outstanding performance	
B	60-69.9%	very good performance	UPPER SECOND
C	50-59.9%	average performance	LOWER SECOND
D	40-49.9%	Satisfactory / adequate performance	THIRD CLASS
E	30-39.9%	fail	FAIL
F	20-29.9%	poor fail	FAIL
G	< 20%	bad fail	FAIL

This pattern of assessment with the above grading scheme is consistently used, whether it is judging a student's overall performance for honours classification, performance across a level, a module grade, or a piece of assessed coursework.

The Metropolitan College Department of Speech and Language Therapy also agrees to adopt the QMU grade-to-mark conversion scheme if individual modules are chosen to be assessed with a grade only:

Grade	A+	A	B	C	D	E	F	G
Mark	80+	77	65	55	45	35	25	10

To pass a module, a student must obtain at least 40% overall, and at least 30% in each component of assessment (i.e. examinations, coursework) as specified in the module descriptor. This regulation applies to the first attempt of the module only.

Re-assessment & Repetition of modules

Students may be re-assessed in a failed module. More specifically, where students have obtained 40 credits or more in a standard academic period for the programme on which they are registered, they may be re-assessed between the end of that standard academic period and the beginning of the next (September Exams Period). Where students have not obtained 40 credits in a standard academic period for the programme (Autumn and Spring Exams Period) on which they are registered, they are not eligible to be re-assessed and they are required to withdraw from the programme.

Re-assessments cannot be awarded a grade higher than 40%, unless there are clear extenuating circumstances.

The Board of Examiners decides on the appropriate form of re-assessment after having taken into account the nature of the failed module and of the failure. Uniformity in the format of the re-assessment of different modules is not necessary, nor is it necessary to re-assess a module in the same format as the first assessment. The re-assessment period is scheduled for the first two weeks of September.

Note that a student may not be re-assessed in a module more than once. Students who fail in re-assessed modules are required to repeat these modules during the following academic year and do not progress to the next level of studies.

In the event of failure after re-assessment in a module, the Board of Examiners may permit a student to repeat the module with full re-assessment facilities. No parts of the previous assessment may be carried forward. The regulations for attendance shall apply to the repeated module. A student may repeat a failed module only once. Exceptionally, an application to repeat a module a second time may be considered.

Where a module is repeated, the mark and grade obtained will replace those achieved at the first attempt. However, the maximum overall mark that can be achieved when repeating a module is 40%.

Specific assessment regulations

The general QMU Regulations apply for the procedures and practices on specific assessment issues that may arise (e.g., Late submission of coursework, Plagiarism & academic dishonesty, Extenuating circumstances, etc.). Full details of the University's assessment regulations can be found at:

<https://www.qmu.ac.uk/about-the-university/quality/quality-a-z-index/#e> and are also explained in more detail in the Student's Handbook.

There are two programme-specific regulations:

1. In order to complete a level and, hence, progress to the next level of the programme, a student must pass every module in that level (120 credits or more).

2. In the event that a student fails the Dissertation Project module at the first attempt, he or she will normally be asked to resubmit this during the following academic year. At the discretion of the Board of Examiners, a student may be asked to resubmit over the summer period if:

a) The corrections to be made in order to bring the work up to a pass standard are relatively minor.

b) The student does not have significant amounts of other work to retrieve.

If a student is given the option of resubmitting for the September Board, he or she should be made aware that only limited supervisor contact will be available. Students may opt to complete their project in the following academic year instead.

The Board shall have the discretion to require a student to undertake a fresh project where the original project is too flawed to allow for a pass grade to be achieved.

Students with extenuating circumstances may be allowed to complete their project over the summer but should be made aware that only limited supervisor contact will be available. Students may opt to complete their project in the following academic year instead.

Progression between levels and award

As noted above, a student must pass every module at each level (120 credits) in order to progress to the next level. To gain the BSc Hons award, therefore, students must obtain at least 120 credits at Level 4 and at least 240 at Levels 3 & 4. Any student obtaining fewer than the required credit points is subject to the decision of the Board of Examiners as to the nature of the award granted.

The classification of the award of the Degree with Honours will be based on the marks obtained in Level 3 (20%) and Level 4 (80%). The classification will be based upon the average mark obtained by combining the weighted results of all modules studied in Levels 3 and 4, such that:

70% <	First Class
≥ 60%	Second Class: Upper Division
≥ 50%	Second Class: Lower Division
≥ 40%	Third Class

If a student fails to obtain 120 credits at Level 4, but has obtained 120 credits at Level 3, they will be eligible for the award of BSc Speech and Language Studies. Graduates with this award are not eligible to apply for professional registration.

16. Criteria for admission

Metropolitan College seeks to be an inclusive institution that promotes diversity and encourages student success. To this end the Recruitment and Admissions policy applies to all undergraduate and post graduate students and is designed to ensure that:

- the College provides a professional, expert, fair and seamless service to prospective students, enabling them to make informed decisions about applications to programmes
- the College admits students with the ability, potential and motivation to benefit from the programmes of study which they intend to follow
- all applications are assessed fairly and consistently according to criteria that are clear, fair and transparent
- applications are encouraged from prospective students from all backgrounds
- no prospective student is treated less favourably on the grounds of age, race, nationality, ethnic origin, disability, sexual orientation, religion or belief, or gender
- in order to achieve equality of opportunity Metropolitan College will make special arrangements and reasonable adjustments for prospective students who are disabled, wherever possible (see below, point 3 'Applicants with a disability')

Consideration of applications

Fair admissions

The College is committed to ensuring that:

- selection and admissions processes are transparent, and that they are applied rigorously in a fair, consistent and courteous manner
- the selection process is criteria based
- decisions are made by those best able to make the required judgements
- information concerning applications remains confidential between designated parties.

Applicant assessment criteria

When considering an application, the College will look at:

- the subjects and grades achieved in qualifications already awarded
- the subjects and predicted grades in qualifications which are being studied

- the personal statement for evidence of motivation and commitment to the subject(s), work or voluntary experience showing commitment to a chosen career, and relevant extra-curricular activities, achievements and interests
- the personal statement for evidence of skills, aptitude and knowledge derived from professional, vocational and personal experiences that demonstrate the ability to succeed on a course where the applicant lacks formal academic qualifications
- the referees' statement for confirmation of academic potential, personal qualities and professional suitability
- performance at interview or other form of assessment not included in the application form

Application Procedure

- Candidates formally apply to Metropolitan College by providing a copy of their high school certificate and transcript and by filling in an application form, where they have to justify their choice of programme. They also provide two references from Lyceum/High school (or postsecondary – academic) tutors attesting to their performance and diligence.
- All application forms are assessed by the Department academic board.
- Candidates who meet or are expected to meet the Entry Requirements are subsequently interviewed by the Department Head or a senior member of the Department academic board. During the interview, staff members at Metropolitan College focus on:
 - **Academic ability:** Evidence is required of effective self-directed study or learning and the ability to manage a workload and apply knowledge or experience.
 - **Realistic understanding of and commitment to a speech and language therapy career:** Applicants should demonstrate an interest in human communication and its disorders, and show awareness of the scope of Speech and Language Therapy practice.
 - An **awareness of their own skills/knowledge** and their relevance is also required. Applicants should show an understanding of service users' rights and autonomy, and avoid presenting an overly sentimental or unrealistic view.
 - **Communication and interpersonal skills:** Applicants should provide evidence of the ability to build and sustain working relationships and to work in a team. They also need to demonstrate appropriate, effective interpersonal and communication skills.

Minimum Entry Requirements

The minimum requirements requirements for admission to Year 1 of the BSc (Hons) Logopaedics programme are:

Academic Requirements

Applicants, in order to be considered for admission should have a *High School certificate/Lyceum certificate* (“Apolytirion of Eniaio Lykeio”), or equivalent (e.g., International Baccalaureate, European Baccalaureate, etc.) with a grade 10 or above.

This requirement is in line with the Greek government's minimum standard for access to higher education. High school certificates issued by vocational Lyceums, such as TEE or EPAL and foreign certificates which are equivalent to the Greek Lyceum certificate (e.g. International Baccalaureate, European Baccalaureate, etc.) are also accepted. For non-native Greek speakers, a certificate of attainment in Greek Level D is required (<http://www.greeklanguage.gr/greekLang/certification/index.html>).

The following candidates are also eligible for applying to the programme:

- University graduates
- Polytechnic (or Technological Educational Institutes) graduates
- Transfers
- HND in Speech and Language Therapy

Health Requirements and Criminal Conviction

Metropolitan College is mindful of the health of both its students and of the public/clients, with whom healthcare students come into contact on placement. As a result, if an application is successful, we require the student to comply with a confidential health screening check as advised by the Ministry of Health. The Student Support Centre will advise on any follow-up, vaccination or other intervention which may be indicated.

Moreover, all applicants have to complete and sign the criminal convictions section in the application form, where they will have to declare whether they have any previous convictions / cautions / bindovers for criminal offences, and they will express their understanding that Metropolitan College may check their criminal records to confirm their declaration or to ascertain the nature of any potential previous offence(s). Moreover, each year returning students will have to resubmit this declaration, in the form of a self-declaration they will be asked to sign.

Applicants with serious criminal convictions may be excluded from programmes as they may be unable to undertake certain clinical education placements or find employment on completion of the programme. Exclusion should not however be automatic. In reaching a decision about an applicant, therefore, programme teams are asked to take into account the age, nature and relevancy of the conviction, the applicants' attitude to it and his or her achievements since the conviction.

[The standard precepts of QMU Admission Regulations apply for criminal conviction. More information, can be found on the Quality website: <https://www.qmu.ac.uk/about-the-university/quality/quality-a-z-index/#e>]

Applicants with a disability

Metropolitan College is committed to providing equal opportunities in education for all students and will take all reasonable steps to meet both the general need for access and the specific needs of individuals with additional support needs. All applications from disabled people will be considered against the same criteria as applied to other applicants in the sense that a decision will be made that is based upon their academic merit and potential. The judgment of an applicant's academic entitlement to a place on a course will be considered separately to the practical considerations relating to accessibility. All applicants need to demonstrate prior attainment and aptitude. Where necessary, the College will make any arrangements for disabled students, including reasonable adjustments to assessment methods and/or placement setting.

Information provided in an application will be retained on the College's records and, with the consent of the applicant, information about their individual needs may be made available to staff involved in the admissions process and those concerned with student welfare in order for the College to carry out its duties.

Accreditation of Prior Learning

This scheme is to be used for the accreditation of prior learning of applicants seeking admission with advanced standing to the programme. It involves assessing and, where appropriate, recognising prior learning. Students admitted with advanced standing may be exempt from studying one or more modules.

The following candidates are eligible for applying to the programme with advanced standing:

- Graduates of directly relevant departments (e.g. Behavioural Sciences, Health Sciences, Language Sciences etc.)
- Transfers
- HND in Speech and Language Therapy.

Applicants are considered for exemption from modules they had successfully completed during their previous studies. In all cases, candidates are requested to submit an official Certificate, Transcript of Studies – including content information on the modules they had completed and their grades- or some other acceptable documentary evidence to the department.

Applications for APL will be assessed by the Programme Admissions Group to ensure consistency of decision-making. An interview with the applicant will normally be arranged in order to gather evidence.

17. Support for students and their learning

A number of services and provisions are offered to students enrolled in the programme offering the maximum opportunity for a fruitful experience at Metropolitan College.

Specifically, student support is available in terms of:

Metropolitan College Counselling Centre

The Metropolitan College Counselling Centre aims to optimise the well-being of students by providing them with support and with the opportunity to examine the issues which prevent them from maximising their full potential.

The Metropolitan College Counselling Centre aspires to certain standards and goals, including: having qualified psychologists and counsellors who are committed to ongoing professional development, ensuring that the services provided operate within ethical guidelines and specific codes of behaviour for psychologists and counsellors, maintaining a professional focus that is free of bias and discrimination, establishing sound student feedback procedures in order to improve the type of support services offered.

The Counselling Centre aims to offer students: free, voluntary and confidential counselling; the opportunity to receive support and advice from trained professionals; opportunities to attend structured group settings over a variety of counselling related themes and topics.

The Counselling Centre offers individual support and advice to students who are faced with personal problems - for example anxiety, stress, depression, eating disorders and bereavement. The Counselling Centre can also help students with other issues such as family problems, relationship problems, making difficult decisions or choices, and problems adjusting to academic life and academic demands. The services of the Counselling Centre are available to all registered students of Metropolitan College.

Any information that students provide to staff at the Counselling Centre is kept strictly confidential and will not be revealed to any third parties, unless there is reason to believe that the student or others may be at risk.

Students wishing to make an appointment can complete and submit an appointment request form, located outside the counselling centre. The counselling centre staff will contact students as soon as possible in order to schedule a meeting. Alternatively, students can also email their request at: counselling@MetropolitanCollege.edu.gr

Academic Learning Centre

The Academic Learning Centre is a friendly student-centred service that provides an intellectually stimulating approach to developmental instruction and general academic assistance to students who need extra help with their studies.

At Metropolitan College, students are expected to perform well and thrive in an intellectually demanding environment. Hence, the Academic Learning Centre is designed to assist those students who lag behind in certain skills and need help in attaining academic excellence.

The Academic Learning Centre offers assistance to students in many and multifaceted learning tasks, including: improving academic writing skills, improving study skills, understanding research projects and research procedures one on one paper consultation, academic honesty, plagiarism, paraphrasing and citation.

Individual and small group tutoring is available to Metropolitan College students by appointment only. Appointments can be scheduled for one hour per day, and a student may receive up to 2 hours of tutoring per week. Students may seek academic assistance on their own, or may be recommended to attend tutoring sessions upon the request of their teachers, personal tutors and programme leaders.

Personal Academic Tutor

Every student on every programme at Metropolitan College is assigned a member of staff as a Personal Academic Tutor (PAT). This person will usually be a tutor from the main subject area and they may teach the student in one or more of his/her modules. The student will meet with his/her Personal tutor early in the fall semester and at specified times during the year as set out on the Academic calendar.

Personal Tutors are responsible for overseeing the students' academic and personal progress during their programme. Specifically, the aims of the personal tutor system are:

- to provide a first and consistent point of contact for students
- to help students feel welcome and valued by the College
- to provide important general information about studying at Metropolitan College, e.g. extenuating circumstances, plagiarism
- to provide support, advice and referral at key points in the student's study, in particular:
 - on arrival and at the resumption of each academic session,
 - after assessment, especially where problems are evident,
 - when students are experiencing problems (especially problems likely to adversely affect their study)
- to participate, and, in relevant cases, represent the student in the extenuating circumstances processes
- to provide references as needed by the students to pursue subsequent employment and/or further study
- to challenge students to get the most out of their time at Metropolitan College

Students should regard their Personal Tutor as an important source of advice, certainly the first port of call for any general problems or uncertainties that they may have.

Careers and Employability Centre

The Careers and Employability Centre aims to provide high quality information, advice and guidance to Metropolitan College students and graduates. It is committed to delivering this in a professional, impartial and accessible way and aim to equip students and graduates with the skills and knowledge to effectively choose and manage their careers.

The Careers and Employability centre aims to increase Metropolitan College students' and graduates' confidence and abilities to construct meaningful careers, by delivering career development and job search support to help Metropolitan College students & graduates build success on their own terms.

As a user of the Careers and Employability Centre students can expect guidance and support to help them:

- Make realistic decisions about their next steps.
- Explore comprehensive information about occupations, employers, postgraduate training and vacancies.
- Understand and assess the available opportunities.
- Assess own potential.
- Choose wisely from all the options open to them.
- Make and implement an agreed plan of action.

Disability Policy

Metropolitan College is fully committed to promoting equality for all staff, students and other members of the College community. This commitment is central to the College's vision. It aims to providing a truly inclusive and equitable learning environment that fosters a positive College experience of the highest quality for all members of our community.

Metropolitan College embraces diversity among staff and students by encouraging all individuals to achieve their full potential and to contribute as fully as possible to the college community. It aims to create an environment where the treatment of students, staff and applicants for study or employment, is on the basis of their relative merits, abilities and potential. It applies equality and disability policy in a variety of areas from equal access to educational provision and fair opportunities regarding teaching, learning & assessment to physical access issues i.e. accessibility of its buildings and campuses.

Metropolitan College is committed to embedding disability equality in all relevant policies, practices and procedures, and to ensuring that disability issues are routinely considered in all decisions regarding strategic planning and resource allocation. The College acknowledges its responsibility to ensure that the aims and values of disability equality are promoted through the implementation of this policy.

Metropolitan College is proud to support students with learning disabilities and welcomes their applications. A qualified educational advisor is appointed for every student with learning difficulties (e.g. dyslexia) and

provides the necessary guidance and help during the student's learning journey. The educational advisor adapts his/her assistance according to every student's needs

Learning resources:

IT and Library Provision

Metropolitan College houses three libraries and three study rooms, located one on each campus (Maroussi, Piraeus and Thessaloniki). The libraries are stocked with a large variety of books, journals, magazines, newspapers and reference reading material in relation to the programmes offered by the College. Students may borrow a number of books from the libraries for study purposes.

More specifically, for the BSc (Hons) in Speech and Language Therapy programme, the required texts/resources for this programme are available in the Metropolitan College libraries. Furthermore, students have access to a variety of books in both languages, Greek and English, for relevant disciplines, such as speech and language therapy studies, psychology, medical science, allied health professions, linguistics, education and special education and others that have been proposed as indicative student learning resources.

Library stock is designed principally to meet the specific needs of the programmes currently offered and is regularly updated. At the end of each academic year, a meeting is held between the head librarian, the director of studies and the programme leaders, where they discuss issues relating to the updating of book titles, or the review of stock in general. The programme leaders are responsible for suggesting book titles for the following academic year and the head librarian liaises with them for allocation matters depending on the programme's demands.

Metropolitan College students will also have access to the electronic resources of the QMU library (<http://www.qmu.ac.uk/lb/>) where they can have access to specialised electronic data-bases, e-journals, e-books, etc.

The provision of IT and reprographic equipment for students across the institution can be quantified as shown below:

MAROUSSI CAMPUS

Location Equipment	Library	IT Lab	Other
Hard-wired PCs	10	70 (4 Labs)	10 (Lecture rooms)
Laptops	-	-	13
Mac	-	5	-
Mono Printers	1	-	5
Colour Printers	1	-	13
Scanners	1	1	-
Photocopiers	3	-	2

THESSALONIKI CAMPUS

Location Equipment	Library	IT Lab	Other
Hard-wired PCs	7	80 (5 Labs) *	-
Laptops	-	-	14
Mac	-	11*	-
Mono Printers	1	-	-
Colour Printers	-	-	4

Scanners	1	-	2
Photocopiers	1	-	1

PIRAEUS CAMPUS

Equipment \ Location	Library	IT Lab	Other
Hard-wired PCs	15	50 (3 Labs)	15
Laptops	-	-	8
Mac	-	-	-
Mono Printers	-	-	-
Colour Printers	2	-	7
Scanners	1	-	-
Photocopiers	1	-	3

Digital platform (MOODLE)

Metropolitan College provides a Virtual Learning Environment where the students via their personal account have immediate and remote access to the Virtual Learning Environment (Moodle) which is internally hosted. Via Moodle, students have access to a number of learning resources relevant to their programme and year of studies. There is a variety of information provided for the unit, e.g. term outline, assignments, formative and summative assessments, formative and summative feedback on students' work, revision quizzes, lecture notes, peer work etc., which is readily accessible at the beginning of each semester and updated regularly according to the learning experience provided by each unit.

In addition, Moodle provides a platform for general information about Allied Health Sciences, and announcements relevant to their fields of studies, about seminars, conferences and training opportunities. All Metropolitan College's news is presented on Moodle thus creating a common platform for all students across departments.

Moodle also offers a great opportunity for creating news forums, and specific subject interest groups, which enhance the learning experience across and among years of the programmes delivered. This creates a lively community of students and future professionals within their disciplines. Both students and academic staff are involved in interest groups and create an exchange of ideas, expertise and innovation across units.

Student opinion and feed-back arrangements

Student opinions influence both the programme delivery during an academic session and any programme review process. Students' evaluation of the programme is collected through a number of routes and used in the review and revision of the programme:

The Student-Staff Committee (SSC): Students meet regularly (twice per term) chaired by their representatives in order to express their views. Staff members are also present at the meeting. The minutes of each SSC are processed and action is taken if necessary.

Module Evaluation Forms (MEFs): Students are given the opportunity to express their opinion on each module individually and anonymously by completing a MEF for each module at the end of each term. The collected MEFs are processed and results are included in the Annual Programme Monitoring Report.

Programme Evaluation Forms for Students (PEFS): Students are also given the opportunity to express their views on the programme by completing the PEFS at the end of each academic year. PEFS are analysed and the results are also included in the Annual Programme Monitoring Report.

Student representatives participate at the Programme Committee where they can bring any concerns, problems or suggestions to the attention of the Programme team.

All issues raised by the students are carefully studied and addressed by the Programme Team and included in the Annual Programme Monitoring Report. Every decision and/or action taken by the Programme Team in

response to these potential issues are properly communicated to the student representative system or, when deemed appropriate, directly to all students of the Programme, and are also included in the Annual Programme Monitoring Report.

More detailed information on the role of the Programme Committees can be found on the Quality website: <https://www.qmu.ac.uk/about-the-university/quality/quality-a-z-index/#e> - 'Management of programmes'.