

SLT DEPARTMENTAL INFORMATION

DEPARTMENTAL/DIVISIONAL INFORMATION

Netques for Tuning Standards & Quality of Education Programmes for Speech Language Therapists in Europe is a European Project funded with support from the European Commission under the Lifelong Learning programme - ERASMUS Academic Networks. It brings together Universities and professional associations from all EU countries with speech and language therapy (SLT) programmes.

More information is available at <http://www.netques.eu>

NB. "Speech and language therapist" is the English term and is used throughout the survey. In other countries the recognised professional may be called logopaedist/ orthophoniste/ speech-language pathologist.

As a representative of an SLT department in one of the 31 participating countries in the following survey, we would appreciate it very much if you will please take a little time to complete the survey. Your involvement is very much valued and the information you give is really important for the project's success. Thank you in anticipation. There are approximately 70 questions and most are multiple choice. You can stop and save and continue later if necessary.

In order to progress through this survey, please use the following navigation buttons:

- Click the Next button to continue to the next page.
- Click the Previous button to return to the previous page.
- Click the Exit the Survey Early button if you need to exit the survey.
- After **completing the survey** click the Submit button to submit your survey.

1. Identification

Name of the Institution

Name of the department/division/faculty in which your programme (s) is conducted

Name of the programme

Address: Street

City

State/Region

ZIP/Postcode

Country

Contact email:

WEB address:

2. Information about the teaching establishment.

Is your programme part of: (Please select one of the following)

- A University
- An Institution of Higher Education (other than a University)
- Neither of the above - if so please state where the SLT programme is sited.

Other

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3. Is your institution:

- Mainly state funded
- Privately funded/independent of state funding
- Funded in some other way

If so, please state by what means

4. In your institution, is your SLT programme sited in: (please tick all that apply)

- a) A faculty/division/graduate institute **for SLT only**
- b) A faculty/division/graduate institute with other **health related** programmes e.g. nursing/physiotherapy
- c) A faculty/division/graduate institute with other **education related** programmes e.g. teaching
- d) A faculty/division/graduate institute with other or **additional subjects** e.g/. linguistics, psychology;

If you have ticked a) skip to question 6; if b,c, d please answer question 5

5. If your SLT programme is in a faculty/division or graduate institute together with other courses or additional subjects, please tick all that apply:

- Social Sciences/Psychology
- Health
- Nursing
- Medicine
- Education
- Science
- Business
- Other (please name)

Information about the PROGRAMME

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6. Official recognition of your programme.

Is your programme regulated by the state/government?

- Yes
 No

7. What official state-approved body/ministry regulates your programme(s)?

Please tick all involved.

- Ministry of Health
 Ministry of Education
 State approved Regulatory body
 Professional body
 Other

Other, please state

8. Must your programme be approved/validated by your institution?

- Yes
 No

9. If yes, how often is it reviewed?

- Annually
 2 yearly
 3 yearly
 4 yearly
 5 yearly
 less often than every five years

Comments

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10. Is a professional body in your country involved in the process of approval/regulation of your programme?

- Yes
 No

IF YES, please give the name of the professional body involved:

11. What is the level of the award from your programme that qualifies the graduate to practise as an SLT

- Certificate
- Diploma
- Professional Bachelor
- Bachelor of Arts - BA
- Bachelor of Science - BSc
- Bachelor of Science - BSc with Honours, or enhanced level but not Masters
- Postgraduate Certificate/Diploma (but not Masters - including conversion /add on/fast track courses)*
- Master of Arts - MA
- Master of Science - MSc
- Master of Science - MSc specific conversion/add on/fast track course*
- PhD
- Other forms of Doctorates e.g. Clinical/Professional doctorate

* further information requested on conversion/add on/fast track courses requested at Q15. Any others please give more explanation

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12. Title of award/degree of the SLT programme which qualifies the graduate to practise as an SLT. Please name the title in your own language.

Certificate	<input type="text"/>
Diploma	<input type="text"/>
Professional Bachelor	<input type="text"/>
Bachelor of Arts - BA	<input type="text"/>
Bachelor of Science - BSc	<input type="text"/>
Bachelor of Science with Honours, or enhanced level but not Masters	<input type="text"/>
Postgraduate Certificate/Diploma (but not Masters)	<input type="text"/>
Master of Arts MA	<input type="text"/>
Master of Science MSc	<input type="text"/>
PhD	<input type="text"/>
Other forms of Doctorates e.g. Clinical doctorate	<input type="text"/>

13. Level, duration and credits of your SLT programme which qualifies the graduate to practise as an SLT. Please select for each of your programmes.

	Duration	ECTS or equivalent
Certificate	<input type="text"/>	<input type="text"/>
Diploma	<input type="text"/>	<input type="text"/>
Professional Bachelor	<input type="text"/>	<input type="text"/>
Bachelor of Arts - BA	<input type="text"/>	<input type="text"/>
Bachelor of Science - BSc	<input type="text"/>	<input type="text"/>
Bachelor of Science BSc with Honours, or enhanced level but not Masters	<input type="text"/>	<input type="text"/>
Post graduate Certificate/Diploma (but not Masters)	<input type="text"/>	<input type="text"/>
Master of Arts MA	<input type="text"/>	<input type="text"/>
Master of Science MSc	<input type="text"/>	<input type="text"/>
Master of Science MSc - conversion/addon/fast track	<input type="text"/>	<input type="text"/>
PhD	<input type="text"/>	<input type="text"/>
Other forms of Doctorates e.g. Clinical/Professional doctorate	<input type="text"/>	<input type="text"/>

Other

<input type="text"/>

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14. Which of these below can graduates of your programme proceed directly to: (Tick all that apply)

	Yes	No
SLT Masters programmes	<input type="checkbox"/>	<input type="checkbox"/>
Other Masters programmes	<input type="checkbox"/>	<input type="checkbox"/>
Professional doctorates	<input type="checkbox"/>	<input type="checkbox"/>
PhD studies	<input type="checkbox"/>	<input type="checkbox"/>
None of these	<input type="checkbox"/>	<input type="checkbox"/>

15. Do you have a specific SLT programme (conversion / add on / fast track programme) for students who have already graduated from another discipline/area/profession to allow them to graduate as an SLT:

- Yes
 No

16. From which disciplines/areas/professions do they come? (Tick all that apply)

- Any subject/discipline - no restriction
 Psychology
 Linguistics
 Medicine
 Education/Teaching

Other: please state

17. More information about this conversion / add on / fast track programme.

How long is this conversion/add on/fast track SLT programme?

What is the academic title of the award? (in your own language)

What professional title is a graduate of this programme allowed to use? (in your own language)

Is this the same title as for your other graduates? If not, please state the difference.

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18. Do you have a specific programme for SLTs who qualified as SLTs pre Bologna/before the introduction in your country of graduate programmes to enable them to upgrade their qualification?

- Yes
 No

19. If YES please tick what best describes it

- A specifically designed conversion programme
 Other forms to upgrade e.g. taking additional credits/exams
 Opportunity to upgrade to Bachelors
 Opportunity to upgrade to Masters
 Not relevant

Please give brief details

20. Does your programme give access only specifically to the SLT profession or also to other professional possibilities such as audiology, special education, psychology etc?

- Yes
 No

Please specify which possibilities and if there are specific conditions/additional requirements

21. What is the highest academic degree in SLT that can be achieved in your institution?

- Bachelors level (BA/BSc)
 Masters level (MSc/MA/MPhil)
 PhD / Clinical Doctorate

Other (comments)

Information about students

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22. What is the total current number of students in your programme(s) which lead to qualification as an SLT

i.e. counting ALL YEARS of students together):

23. What are the pre-requisite academic entrance requirements for students to be admitted to your SLT programme?

- None
- Ordinary Certificate (at approx. 16 years) or equivalent
- Advanced (A) levels/Baccalaureat (approx. 18 years) or equivalent
- Bachelor's or equivalent
- Master's or equivalent

Comment field

24. What other entrance requirements do you have?

Please tick all that apply.

- Written entrance examination
- Oral entrance examination
- Interview
- Speech/ Voice test
- Hearing test
- Own language competence test
- Foreign language competence test
- Numeracy competence test

Other (please specify)

25. Do you have a limit on the number of new students (Numerus Clausus) you can admit each year into your programme?

- Yes
- No

If yes, what is this number and who sets this limit?

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26. How many new students do you admit each year into your programme?

27. What is the average percentage of those students entering first year who complete the programme and qualify as SLTs?

28. What is your staff/student ratio?

Please calculate using the total number of students in your programme in relation to the number of full time equivalent (FTE)

teaching staff employed by the institution dedicated specifically to teach on the SLT programme.

1 FTE = 1 staff working Full Time, 0.5 FTE = 1 staff working half time .

(Staff relates to academic lecturers and clinical staff employed by the institution)

Total number of students in your programme

Number of FTE teaching staff in SLT programme

Staff/student ratio in FTE - e.g. 1:20 i.e. 1FTE per 20 students

Information about staff

29. Please fill in the Full Time Equivalent percentages of each category of your teaching staff dedicated to teaching your SLT programme.

Full-time SLT qualified staff members employed by the institution

Part-time SLT qualified staff members employed by the institution

Full-time non SLT qualified staff members employed by the institution

Part-time non SLT qualified staff members employed by the institution

Service teaching staff from other departments/schools/programmes in the institution
e.g. linguistics

External/ visiting SLT clinicians

Other visiting externals

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30. Please describe the qualifications of your SLT staff members - select the nearest percentages for each category with each qualification as their highest qualification. (only count the highest qualification for each person). .

	Full time Academic SLT teaching staff	Full time Clinical SLT teaching staff	Part time Academic SLT teaching staff	Part time Clinical SLT teaching staff
Certification / Diploma < BA	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
BA /BSc or other Bachelors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
MA /MSc or other Masters	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PhD/ Doctorates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If "other" please specify

**31. Do you use service teaching staff from other departments in the institution ?
If so please tick all which apply.**

- Linguistics/Phonetics
- Anatomy/Physiology
- Medicine
- Psychology
- Education/Teaching

Other (please specify)

32. Do you have practising clinicians involved in teaching in the classroom?

- Yes
- No

Comments

33. Are there opportunities for all staff members to engage in research?

- Yes
- No

Comments

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34. Are there opportunities for all staff members for continuing professional development?

Yes

No

Comments

Information about TEACHING and LEARNING

35. Please give approx. percentages of each type of teaching and learning models used in your programme (excluding clinical placement)

Lectures	<input type="text"/>
Seminars	<input type="text"/>
Individual tutorials	<input type="text"/>
Small group discussion groups	<input type="text"/>
Self study sessions	<input type="text"/>
Practical sessions	<input type="text"/>
Case based learning-teaching sessions	<input type="text"/>
Problem based learning-teaching sessions	<input type="text"/>
Student-led project work (other than research project)	<input type="text"/>
Individual research project work	<input type="text"/>
Other	<input type="text"/>

Information about COURSES /MODULES within the programme

We give you per year a list of courses/topics based on the CPLOL/IALP/ASHA minimum standards or guidelines.

Please tick all topics that apply for your programme.

Please give number of credits per heading to indicate relative weightings given to each area per year of the programme.

If you offer more than one programme leading to the qualification of SLT please complete for both by filling in the additional set of questions which are numbered 38-39, otherwise after Q37 skip to Q40

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36. Design of your programme 1:

List of modules/courses/topics.

Please tick all that apply for each year

	Year1	Year2	Year3	Year4	Year5	Year6
BIOMEDICAL SCIENCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- biological bases of language and speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- anatomy and physiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- physics of speech and acoustics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- clinical medical sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) neurology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) pediatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) geriatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) psychiatry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) orthodontics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) audiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) phoniatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) genetics and investigation techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE SCIENCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- linguistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- phonetics/phonology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- semantics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- lexicon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- morphology/syntax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- pragmatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- psycho linguistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- neuro linguistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- socio linguistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- multilingualism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BEHAVIORAL SCIENCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- psychology (developmental,clinical, cognitive,social)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- neuropsychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- sociology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPEECH AND LANGUAGE PATHOLOGY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developmental and acquired SL disorders including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- aphasia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- motor speech disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- voice disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- fluency disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- feeding-swallowing disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- disorders of reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- cranio-facial malformations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- autistic spectrum disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- communication disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- neurodegenerative disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- hearing disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- research methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- quantitative research methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- qualitative research methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- transcription, measurement, analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- knowledge of efficacy and effectiveness research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- evidence based practise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PUBLIC HEALTH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- communicative interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- (inter)national health systems and organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

37. ECTS per heading per year.

Please choose the number of ECTS in the drop down menu.

	Year1	year2	year3	year4	year 5	year 6
Biomedical sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Behavioural sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Speech and language pathology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reasearch skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Public health	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

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38. Design of your programme 2:

List of modules/courses/topics.

Please tick all that apply for each year

	Year1	Year2	Year3	Year4	Year5	Year6
BIOMEDICAL SCIENCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- biological bases of language and speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- anatomy and physiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- physics of speech and acoustics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- clinical medical sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) neurology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) pediatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) geriatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) psychiatry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) orthodontics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) audiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) phoniatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) genetics and investigation techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE SCIENCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- linguistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- phonetics/phonology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- semantics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- lexicon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- morphology/syntax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- pragmatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- psycho linguistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- neuro linguistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- socio linguistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- multilingualism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BEHAVIORAL SCIENCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- psychology (developmental,clinical, cognitive,social)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- neuropsychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- sociology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPEECH AND LANGUAGE PATHOLOGY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developmental and acquired SL disorders including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- aphasia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- motor speech disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- voice disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SLT DEPARTMENTAL INFORMATION

- fluency disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- feeding-swallowing disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- disorders of reading and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- cranio-facial malformations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- autistic spectrum disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- communication disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- neurodegenerative disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- hearing disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- research methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- quantitative research methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- qualitative research methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- transcription, measurement, analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- knowledge of efficacy and effectiveness research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- evidence based practise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PUBLIC HEALTH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- communicative interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- (inter)national health systems and organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

39. ECTS per heading per year.

Please choose the number of ECTS in the drop down menu.

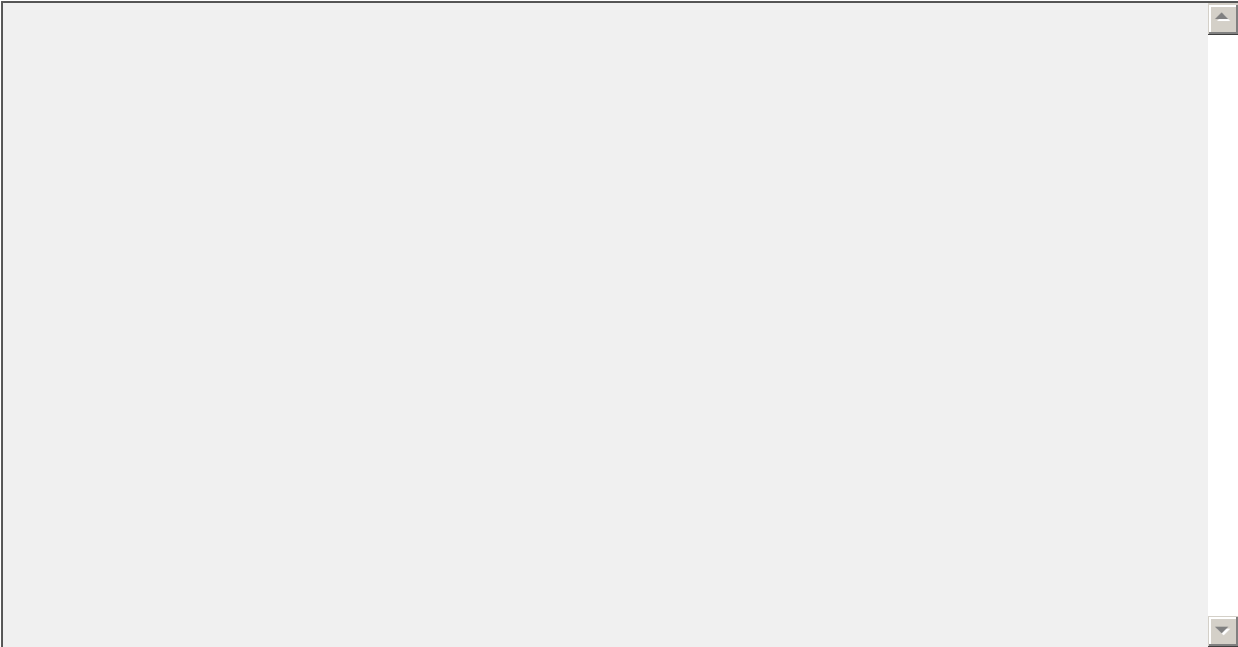
	Year1	year2	year3	year4	year 5	year 6
Biomedical sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Behavioural sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Speech and language pathology	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reasearch skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Public health	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

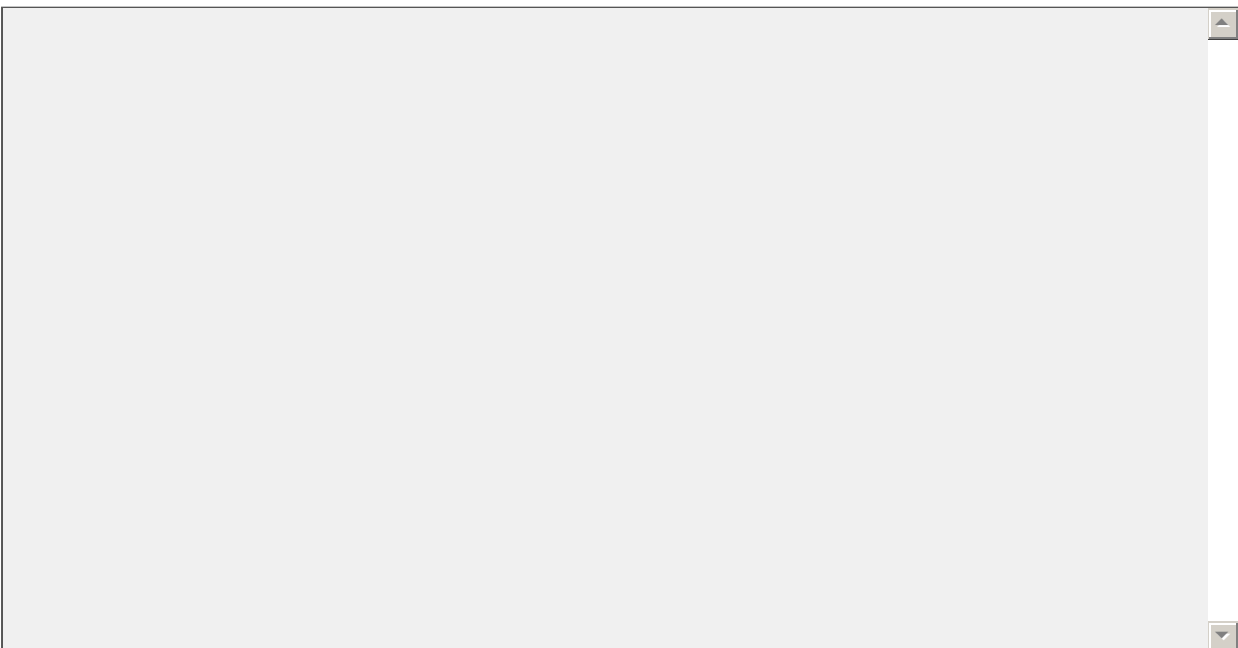
SLT DEPARTMENTAL INFORMATION

Information on CLINICAL WORK EXPERIENCE/PLACEMENT

40. Please outline briefly how placement is organised, for programme 1 described above, giving number, duration and type of clinical placements for each year of your programme. Please add the ECTS or equivalent assigned to placement per year.

A large, empty rectangular text box with a light gray background and a thin black border. It is intended for the user to provide details about the organization of clinical placements for programme 1, including the number, duration, type, and ECTS or equivalent assigned to each placement per year.

41. Please outline briefly how placement is organised, for programme 2 (if necessary), described above, giving number, duration and type of clinical placements for each year of your programme. Please add the ECTS or equivalent assigned to placement per year.

A large, empty rectangular text box with a light gray background and a thin black border. It is intended for the user to provide details about the organization of clinical placements for programme 2, including the number, duration, type, and ECTS or equivalent assigned to each placement per year.

SLT DEPARTMENTAL INFORMATION

42. Clinical placement within the institution.

Do you have an SLT clinic or centre within your institution?

- Yes
- No

43. If yes, which students on the programme have a placement within the institution clinic?

- All of them
- 50-75% of them
- 25-50% of them
- Less than 25% of them
- None

Is it confined to particular years /types - please specify

44. What percentage of the clinical practice experiential learning is undertaken in your institution's clinical setting?

45. Clinical placement outside the institution.

Do your students have clinical placements outside the institution/external placement?

- Yes
- No

SLT DEPARTMENTAL INFORMATION

46. If yes, what types of placements?

Please tick all that apply.

- Community SLT Clinics
- Schools
- Special schools for children with special learning disabilities
- Schools for children with Autism
- Schools for children and young people with emotioal/behavioural needs
- Schools for children/young people with specific language impairments
- Centres for people with learning disabilities
- Centres for people with physical disabilities
- Hospitals
- Rehabilitation centres
- Settings for the elderly
- Private practice

Other (please specify)

47. If you have external Clinical Practice,

Please list for each year in your programme the hours of external clinical placement

1st year	<input type="text"/>
2nd year	<input type="text"/>
3th year	<input type="text"/>
4th year	<input type="text"/>
5th year	<input type="text"/>

48. Clinical placements outside the institution.

What is the minimum requirement in hours of external practice placements that your students have to complete?

What percentage of clinical placements is taken outside the institution?

SLT DEPARTMENTAL INFORMATION

49. Who is mainly responsible for the supervision during the Internal/external clinical placements?

- Supervision from SLT staff from your department.
- Clinical supervisors in the local setting for clinical practice with students.
- A combination of SLTs from staff within the institution and those in clinical practice.

Other

50. Who completes the clinical assessment of the student?

- SLT staff members from your institution
- The supervising clinician in the placements
- External examiners / other clinicians
- A combination of SLTs from staff within the institution and those in clinical practice

Other or comment

51. If local clinicians supervise clinical practice for students, are they required to undergo specific training in supervising students?

Specific training

How long is this training in total

Specific training

Information about ASSESSMENT

SLT DEPARTMENTAL INFORMATION

52. What methods of assessment are used in your programme?

	Yes	No
Viva voce examination	<input type="radio"/>	<input type="radio"/>
Written examination	<input type="radio"/>	<input type="radio"/>
Portfolio	<input type="radio"/>	<input type="radio"/>
Reflective log/account of experiences	<input type="radio"/>	<input type="radio"/>
Clinical practice exam on placement	<input type="radio"/>	<input type="radio"/>
Clinical practice exam in the institution	<input type="radio"/>	<input type="radio"/>
Video tape analysis (e.g. of client/patient/child)	<input type="radio"/>	<input type="radio"/>
Practical examination of skills (e.g. phonetics)	<input type="radio"/>	<input type="radio"/>
Student self assessment	<input type="radio"/>	<input type="radio"/>
Group assessment	<input type="radio"/>	<input type="radio"/>
Other (please specify)		

53. If you have viva voce examinations: when, how many and for which courses are these used?

54. If written examination: when, how many and for which courses?

55. How is clinical competence assessed?

SLT DEPARTMENTAL INFORMATION

56. Who examines the students for their clinical competence (skills and application of academic knowledge)?

Please tick all that apply

- SLTs from your department
- Non SLTs from your department
- Non SLTs from other departments....
- Local SLTs
- External examiners
- Other

57. If your department works with external examiners to assess students' clinical competence, where do they come from?

Tick all that apply.

- Another department in your institution
- Another SLT department in another institution
- Local clinical colleagues
- Clinicians from another part of your country
- From your country's professional body

Other (please specify)

58. Who examines the students for their academic knowledge? Please tick all that apply

- SLTs from your department
- Non SLTs from your department
- Non SLTs from other departments....
- Local SLTs
- External examiners
- Other

SLT DEPARTMENTAL INFORMATION

59. If your department works with external examiners for quality assurance of the programme where do they come from?

- Another SLT programme in your country
- Another SLT programme in another EU country
- Another SLT programme in any other country
- Another department in your Institution
- Another department of the relevant discipline/subject in another Institution

Other (please specify)

Information about RESEARCH within your programme

60. Do your students carry out a research project as part of the programme?

	Yes	No
Bachelor level	<input type="radio"/>	<input type="radio"/>
Master level	<input type="radio"/>	<input type="radio"/>
Doctoral level	<input type="radio"/>	<input type="radio"/>

61. If yes, how many ECTS is the research project worth?

	ECTS
Bachelor level	<input type="text"/>
Master level	<input type="text"/>
Doctoral level	<input type="text"/>

comment if necessary

62. What type of research study/project do they carry out? (Only tick if 'yes')

	Bachelor level	Master level	Doctoral level
Literature reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design of research study without collecting data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empirical study using clinical data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empirical study, based on laboratory data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Production of research article/paper for publication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SLT DEPARTMENTAL INFORMATION

63. How is the project topic selected?

(Please choose if 'yes')

	Bachelor level	Master level	Doctoral level
Suggested by the student(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chosen by the student from a list supplied by the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruited by teachers/researches into their own projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned to them by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

64. How do the students work during their project?

(Please tick all that apply)

	Bachelor level	Master level	Doctoral level
Individually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment field

65. Even if students work in pairs or groups, do they have to produce an independent thesis/dissertation/report?

(Please tick all that are allowed)

	Bachelor level	Master level	Doctoral level
Individually written thesis/dissertation/report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thesis/dissertation/report by two authors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thesis/dissertation/report with several authors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment field

66. How is ethical approval sought and applied?

(Please tick all that apply)

- The students apply for it themselves
- It is applied for on their behalf by staff
- Not relevant/not required

Comment field

SLT DEPARTMENTAL INFORMATION

67. Who supervises the research project?

(Please tick all that apply)

- Member of the SLT department
- Other staff inside the institution
- External researchers
- External clinicians
- Joint supervision by SLT staff member and another

Comments

68. Are the students trained in statistical packages and/or software to support quantitative and qualitative analysis?

- Yes
- No

69. How are the results of the projects disseminated?

(Please tick all that apply)

- They are not disseminated
- They are disseminated only within the Institution and/or local clinicians and the participants
- They are available to the public in the Institution archive/library
- Some are presented at national conferences
- Some are presented at international conferences
- Some are published as journal articles

Comment if necessary

Information about WORK FIELD

70. Is registration necessary after the educational programme to be able to practise as an SLT?

- Yes
- No

SLT DEPARTMENTAL INFORMATION

71. Is there a non-clinical exit route?

Can the student get a degree/diploma but which does not give him/her the authorisation to work as an SLT?

- Yes
- No

Comment field

Thank you! Your time taken to completing the survey is appreciated.

Thank you very much for completing this survey. This information is very useful for both reviewing the current situation and planning for the future of the profession.

The results of the project will be available on the CPLOL and NetQues websites.

72. Sending the survey

- [Click here to submit the survey.](#)