

RE : *"Speech and Language Therapy" professional programme*

To whom it might concern,

I read the document « SLT Ukraine Master Program » and I find the project globally well-structured, coherent and relevant for SLT clinical training. However, this is not a formal and extensive review of the project but a short list of comments I hope could help the project leaders. I am not commenting specific components or courses because I am not familiar with the accreditation process in Ukraine and professional regulatory board specificities.

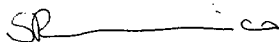
*Section 1*

- Assessment: One important lesson we learnt in our department is the importance of explicitly describe what are the manifestations of competences and link explicitly these manifestations to assessment. This help in flagging students that may need extra support during clinical intern
- General competencies: Code SC in GC case, is this appropriate? Also, if possible, add a comment for ability to act according to ethic and deontological considerations
- SK 11 : The term “conduct research” seems a bit strong to me in the context of clinical training. Alternative formulation: design and implement a small-scale project could be more realistic and implies a strong implication of a research supervisor to ensure ethical conduct and scientific quality.
- Learning outcomes: Is it possible to link more clearly the learning outcome to previous sections? If possible, align numbers with competencies

*Section 2:*

- Stuttering could be more explicitly mentioned in course titles
- Biopsychosocial model and international classification of functioning in the organisation of speech and language therapist activities could be a mandatory class
- I encourage the team to think about strategies to ensure coherence within blocks and trimesters.
- Examination could be «assessment»

I remain at your disposal for any clarification you might need,



Stefano Rezzonico, PhD