**Title:**   Using dialogic feedback and feedback action plans to develop professional literacies in undergraduate speech and language therapy students.

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Following the body of research into the development of academic and feedback literacies in university students, we have expanded our definition to consider the concept of *professional literacies* on an undergraduate pre-registration speech and language therapy programme in the UK. Professional literacy necessarily encompasses overlapping aspects of assessment and academic literacies as described elsewhere in the literature (Lea, 2004), Sutton, 2012) but seeks to address these skills as foundational for professional practice beyond graduation with roots in the concept of sustainable assessment feedback (Boud & Molloy, 2013; Carless, Salter, Yang, & Lam, 2011). Supporting students to not only develop their feedback-receiving and –seeking behaviours, will inform their developing clinical (and academic) skills of feedback-giving.

Our hypothesis is that in order to develop effective skills of facilitating behaviour change with others through giving and receiving feedback, individuals need to be consciously and explicitly engaged with their own experiences of feedback (Sutton, 2009) and that the undergraduate environment is a prime opportunity to foster that engagement. Additionally, given the constraints of programme design and most especially in the first year, students frequently require specific and explicit links to be made between what can (erroneously) be seen as purely academic elements of the course and the potential for transference of skills and knowledge into professional and clinical environments.

Accepting this "challenge of critical pedagogy" (McArthur, 2013; 88), a pilot study is to be undertaken with a group of first year students in one module from January 2019. The design of the module aims to explicitly address the students' awareness and development of critical inquiry skills alongside novel content teaching and assessment. Through use of feedback action plans (Ivers et al., 2014) students are to be offered the opportunity to reflect on previous feedback on assessed work and develop their engagement with and use of feedback in a series case-based learning activities. 3 dialogic feedback opportunity points are built into the module in which students will bring written feedback on a series of seminar-linked formative pieces of work designed to support not only their summative assessment for this module, but their developing professional and clinical skills.

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