Course Specification

BSc (Hons) Speech and Language Therapy

Course Code: BSLTH
BSc (Hons) Speech and Language Therapy

Material Information Summary for 2020/21 Entrants

Confirmed at 24th July 2019

General Information

Award
BSc (Hons) Speech and Language Therapy

Awarding Body
Leeds Beckett University

Level of Qualification & Credits
Level 6 (360 credits in total, 120 of which are at level 6)

Course Lengths & Standard Timescales

3 Years full-time, maximum registration period of 5 years
6 years part-time, maximum registration period of 8 years

Part Time Study
PT delivery is usually at half the intensity of the FT equivalent course. Some modules may be delivered in a different sequence to that advertised within this Course Specification but the modules offered within each level are as advertised.

Location(s) of Delivery
City Campus, Leeds

Clinical Placements usually take place within the Health Education England Yorkshire and Humber region.

Entry Requirements
Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here:
http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/

Course Fees
Course fees and additional course costs are confirmed in your offer letter

Timetable Information

Timetables will be made available to students during induction week via:

i) The Student Outlook Calendar
ii) The Student Portal
iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.
Policies, Standards and Regulations

http://www.leedsbeckett.ac.uk/public-information/

Additional or non-standard regulations relating to this course are:

Section 2: Admissions

Students will be recruited on the basis that their values align with those of the NHS Constitution, as well as having the right skills and aptitude, in accordance with Value Based Recruitment, (Health Education England, Value Based Recruitment Framework), and if selected will need to attend an interview.

English language requirement: IELTS 7.5 with no skills below 7.0, or an equivalent qualification.

Satisfactory health and enhanced criminal history checks will be required by all applicants prior to acceptance on the course.

Section 4: Progression & Award

4.3.1 Requirements for Student Progression (exemptions in bold and underlined)

Where a Level 4 or Level 5 student has met or exceeded the following profile, and by doing so demonstrated achievement of the level learning outcomes, they will have achieved the standard required to progress to the next academic level:

- studied 120 credit points on an approved path of study at the level concerned (including any Recognition of Prior Learning);
- submitted and achieved a minimum of 30% in all specified components (pieces) of assessment;
- achieved an average of 40% or more in modules equivalent to 120 credit points at the level concerned;
- achieved an average of 40% or more in each module studied;
- achieved an overall average of 40% or more across all modules studied at this level.

4.3.3 Undergraduate Profiles of Achievement

g) Bachelor Degree with Honours

The Bachelor Degree with Honours is awarded for the attainment of a minimum of 120 credit points at Level 4, 120 credit points at Level 5, and 120 credit points at Level 6. The University awards these credit points where a student has:

- achieved the requirements for level progression from Level 4 to Level 5, and from Level 5 to Level 6, or has been admitted directly to Level 6;
- pursued a course of study of 120 credit points at Level 6 or above (including any recognition of prior learning);
- submitted and achieved a minimum of 30% in all specified components of assessment;
- achieved the overall learning outcomes for the award;
• achieved an average of 40% or more in modules equivalent to **120** credit points at Level 6 or above;
• achieved an average of **40%** or more in each module studied;
• achieved an overall average of 40% or more across all modules studied at this level.
• **achieved a pass in the non-credit bearing placement modules SLT clinical placement L4, SLT clinical placement L5, and SLT clinical placement L6 (target award only)**

4.3.6 Student Reassessment for Progression or Award Eligibility

Students who have not achieved the requirements for progression or award eligibility may be reassessed in order to reach the required standard, subject to the following provisions:

Reassessment is mandatory for modules with an overall mark of less than **40% and any assessment component with a mark of less than 30%**

4.3.11 Pre-requisite modules

The module SLT Clinical Placement L4 is a pre-requisite for the module SLT Clinical Placement L5
The module SLT Clinical Placement L5 is a pre-requisite for the module SLT Clinical Placement L6

18: Definitions of University Awards

Exemption to normal period of maximum registration due to Professional and Statutory Body (PRSBB) requirements: 5 years full time and 8 years part-time.

**Key Contacts**

**Your Course Director**  
Lorette Porter

**Your Academic Advisor**  
You will be informed of your academic advisor during induction week

**Your Course Administrator**  
Eve Carter

**Placement Information**

**Summary**  
The Health and Social Care Practice Learning Team source and allocate students to clinically supervised placements in all three years of study.

**Length**  
Minimum of 100 sessions (session = ½ day) of clinically supervised placements across the course, with a minimum of 30 sessions in a child and 30 sessions in an adult setting. Placements may occur in both ongoing (1 day per week) and block (4 days per week) formats.
**Indicative Placement Information:**

<table>
<thead>
<tr>
<th>Year / Semester</th>
<th>Type and Duration of placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>L4 Semester 1</td>
<td>Ongoing – 6 days</td>
</tr>
</tbody>
</table>
| L4 Semester 2   | Ongoing – ½ day per week for 4 weeks
              | Ongoing – 1hr per week for 4 weeks
              | Block – 8 days over 2 weeks     |
| L5 Semester 2   | Block – 20 days over 5 weeks    |
| L6 Semester 1   | Ongoing – 10 days               |
| L6 Semester 2   | Block – 24 days over 6 weeks    |

**Location**
Placements usually occur across the Health Education England Yorkshire and Humber region.

**Professional Accreditation or Recognition Associated with the Course**

**Professional Body**
Health and Care Professions Council (HCPC)

**How is Accreditation/ Recognition Achieved?**

Graduates awarded the BSc (Hons) Speech and Language Therapy are eligible to apply to join the HCPC register through the ‘approved qualification’ route. [https://www.hcpc-uk.org/apply/students/](https://www.hcpc-uk.org/apply/students/)

This is the only Leeds Beckett first degree award which confers eligibility for HCPC registration.

**Course Accreditation/ Recognition Period**

The BSc Speech and Language Therapy holds ongoing HCPC approval which is renewed through the annual monitoring process. [https://www.hcpc-uk.org/education/processes/](https://www.hcpc-uk.org/education/processes/)

**Professional Body**
Royal College of Speech and Language Therapists (RCSLT):
Certified Membership

**How is Accreditation/ Recognition Achieved?**

Graduates are entitled to become certified members when:

(i) They have completed an accredited programme of study
(ii) They have joined the HCPC register of Speech and Language Therapists
(iii) They have completed the RCSLT framework for newly qualified practitioners.
Course Accreditation/ Recognition Period

RCSLT accredits courses for a period of 5 years, with re-accreditation additionally required when a major change is made to HCPC Standard of Education and Training 4 (Curriculum).

Course Overview

Aims

The aims of the programme are to:

- Prepare students for a career in Speech and Language Therapy, by enabling them to demonstrate the Standards of Proficiency for Speech and Language Therapists (HCPC, 2014) and register with the HCPC.
- Develop knowledge, understanding and practical skills in the foundation disciplines of phonetics, linguistics, psychology, medical sciences and research, and specific knowledge of communication disorders, therapeutic approaches and healthcare delivery.
- Develop the ability to be independent in gathering, critically evaluating and applying knowledge to the practice of speech and language therapy.
- Develop the skills to build successful therapeutic relationships and empower service users to change and develop.
- Facilitate personal development through reflection on performance, values and beliefs in order to become a self-aware, ethical and professional practitioner.

Course Learning Outcomes

At the end of the course, students will be able to:

LO1 Demonstrate the ability to apply a systematic and critical understanding of theory and principles in psychology, phonetics, linguistics, speech and language pathology, research and medical sciences to the assessment and management of people with speech, language, communication and swallowing needs across contemporary speech and language therapy practice (Relates to the HCPC Standards of Proficiency (SOP) 4; 13; 14)

LO2 Demonstrate competence in a range of communication skills to develop successful therapeutic relationships and work in partnership with colleagues, other professionals, support staff, service users and their carers (SOP 8; 9)

LO3 Critically reflect upon their own values and beliefs in relation to the social and cultural contexts of practice and to understand these issues in the lives of individuals and in planning effective, non-discriminatory services for people with speech, language, communication and swallowing needs (SOP 5; 6)

LO4 Apply a range of research, critical thinking and problem-solving skills to facilitate the ability to find, evaluate and create new theoretical and empirical evidence and apply it to
evidence-based practice in speech and language therapy over the course of their clinical careers (SOP 12; 13; 14)

LO5 Critically review and reflect on the quality of their practice to identify and act upon personal and professional development needs (SOP 11; 12)

LO6 Demonstrate the skills required to practice as an autonomous professional, exercising their own professional judgement in relation to client care (SOP 4) and the professional obligations and requirements of the HCPC (SOP 1; 2; 3; 7; 10)

Teaching and Learning Activities

Summary

Staff teaching on the BSc (Hons) Speech and Language Therapy prioritise the student learning experience, with a focus on approaches which give students opportunities to benefit from a transformative experience while studying at Leeds Beckett. Staff aim to:

- Create a friendly and supportive learning environment.
- Offer an engaging, transformative and rounded experience, enabling students to achieve professional standard requirements and more generally transferable employability skills.
- Promote a critical and reflective approach in a flexible and stimulating environment.
- Foster the development of autonomous learning and encourage a commitment to lifelong learning in line with and going beyond professional requirements.

Students encounter a range of teaching and learning activities on the course:

- **Lectures** are used for the transmission of core knowledge bases. They are often interactive and make use of directed discovery teaching.
- **Small group learning** is employed to promote problem-solving critical thinking, reflection, communication skills, the integration of theory with clinical practice, and independence.
- **Seminars** are included in the course to permit students to access opportunities for self-directed learning, critical reflection, self-assessment, and peer review. They are designed to encourage the development of communication and presentation skills and are essential in the development of the students’ ability to apply theory to practice.
- **Small group practicals** are employed for skill-based learning. They permit students to acquire subject-specific skills through repeated practice. They also further critical analysis, evaluation skills, self-awareness, reflection, communication skills, self-assessment, and team work. Practicals permit the tutor to employ coaching techniques and, for example, allow him/her to give immediate individualised feedback to students.
- **Tutorials** on the course are group-based or one-to-one. They provide the forum for analysis, synthesis and evaluation of learning. Students are given the opportunity to raise specific issues and they are encouraged to develop their own ideas in a safe and comfortable environment.
- **Clinical placements** are a crucial part of the learning on the course and are required by the professional and regulatory bodies. Students must adhere to fitness to practise requirements before starting on placements. This type of experiential learning promotes the students’ ability to apply theory to practice. It also supports critical analysis skills, communication skills, self-awareness, reflection, and an awareness of the role of the SLT and other related professions.

- **Role play** allows students to ‘try out’ clinical situations in a safe environment. This learning strategy develops the similar skills as the clinical placements but it also encourages students to think creatively and to apply theory to practice innovatively, thus fostering self-confidence and independent thinking.

- Aspects which require **guided and independent study** are built into all modules of the programme. These are important as they offer the opportunity for consolidation and reconstruction of acquired knowledge bases. They encourage students to develop their own patterns and strategies of learning.

The course is designed to build on knowledge and skills from level to level through five curriculum strands, reflecting the areas of knowledge which underpin speech and language therapy:

- Communication and thought: linguistics, phonetics, and psychology
- Medical Science
- Research and evidence-based practice
- Speech, language and communication pathologies
- Clinical practice and professional issues

At each level of study, the integration of learning is paramount, and this is facilitated through the ‘Integrated Speech and Language Therapy Studies’ modules, giving students the opportunity to apply their learning to date working in groups on case-based scenarios.
Your Modules

(Correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable).

Level 4 Core Modules (2020/21 for FT students and 2020/21 and 2021/22 for standard PT students)

Academic and Clinical Skills
Speech, Language & Communication Needs (SLCN)
Medical Sciences for SLT
Lifespan Development
Introduction to EBP (Evidence-based Practice)
Phonetics & Phonology
Linguistics
Integrated SLT Studies 1
SLT Clinical placement L4 (non-credit bearing)

Level 5 Core Modules (2021/22 for FT students and 2022/23 and 2023/24 for standard PT students)

Language Disorders
Language & Cognition
Applied EBP for SLT
Speech Disorders
Applied Phonetics & Phonology
Applied psychology
Applied Medical Sciences for SLT
Integrated SLT Studies 2
SLT Clinical placement L5 (non-credit bearing)
Level 6 Core Modules (2022/23 for FT students and 2024/25 and 2026/27 for standard PT students)

Communication Disorders

Current Issues in SLT

Eating, Drinking & Swallowing

Evidence for Practice (dissertation)

Integrated SLT Studies 3

Transition to Practice

SLT Clinical Placement L6 (non-credit bearing)

Assessment Balance and Scheduled Learning and Teaching Activities by Level

Level 4 is assessed by coursework predominantly, with some examinations and practical assessments.

Level 5 is assessed by coursework predominantly, with some examinations and practical assessments.

Level 6 is assessed by coursework predominantly, with some examinations and practical assessments.

<table>
<thead>
<tr>
<th>Overall Workload</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching, learning and Assessment</td>
<td>260 hours</td>
<td>252 hours</td>
<td>200 hours</td>
</tr>
<tr>
<td>Independent Study</td>
<td>940 hours</td>
<td>948 hours</td>
<td>1000 hours</td>
</tr>
<tr>
<td>Placement</td>
<td>116 hours</td>
<td>140 hours</td>
<td>238 hours</td>
</tr>
</tbody>
</table>

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.
Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students’ Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.