Course Specification

MSc Speech and Language Therapy

Course Code: MSPLT

2020/21
# MSc Speech and Language Therapy

**Material Information Summary for 2020/21 Applicants**

Confirmed at **September 2019**

## General Information

<table>
<thead>
<tr>
<th>Award</th>
<th>MSc Speech and Language Therapy</th>
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</thead>
<tbody>
<tr>
<td>Awarding Body</td>
<td>Leeds Beckett University</td>
</tr>
<tr>
<td>Level of Qualification &amp; Credits</td>
<td>Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England</td>
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</table>

## Course Lengths & Standard Timescales

- 2 Years full-time, maximum registration period of 4 years
- 4 years part-time, maximum registration period of 6 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/](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/

**In-Level Stages**

In line with the University’s regulations, **in-level stages apply**. These stages constitute groups of modules upon completion of which, student progress is considered and both reassessment and subsequently repeat opportunities may be offered.

The MSc Speech and Language Therapy (pre-registration) follows university policies, standards and regulations with the following exemptions:

**Academic Regulations Section 2: Admissions**

At least a 2:2 Honours degree in the cognate subjects of Psychology, English Language, Linguistics, Childhood Studies and Human Communication Sciences or a 2:2 in another subject plus evidence of relevant professional experience in health, education or social care.

Applicants will also need to demonstrate in their application:

- Research into the SLT profession and a career in SLT
- Your experience relating to relevant client groups and examples of working in related settings
- How you have gained insight into the course (e.g. open days)
- Your personal qualities which you feel are related to SLT, including what motivates you to choose SLT as a career
- Evidence of interpersonal and teamwork skills

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.

**Academic Regulations Section 3: Education & Assessment / Section 7: Disabled students**

Exam Adjustment Plans are not applied to the following assessments:

- Practical exam in the module Foundations of Speech and Language Therapy
- Practical exam in the module Disorders of Speech
Academic Regulations Section 4: Progression & Award

4.3.5 Postgraduate Profiles of Achievement (*exemptions in bold and underlined*)

c) Masters Awards

Masters degrees are awarded for the attainment of a minimum of 180 credit points at Level 7. The University awards these credit points where a student has:

- pursued a course of study of 180 credit points at Level 7 or above;
- achieved the overall learning outcomes for the award;
- submitted **and achieved a minimum of 40% in all specified components** of assessment;
- achieved an average of 40% or more in modules equivalent to **180** credit points at Level 7 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 modules ‘SLT Clinical Placement A’ and ‘SLT Clinical Placement B’**

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%**

4.3.11 Pre-requisite modules

The module Clinical Placement A is pre-requisite for the module Clinical Placement B

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**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, e.v.carter@leedsbeckett.ac.uk
Placement Information

Summary
The Health and Social Care Practice Learning Team source and allocate students to clinically supervised placements in both 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>
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<tbody>
<tr>
<td>Y1 Semester 1</td>
<td>Ongoing – 6 days</td>
</tr>
<tr>
<td>Y1 Semester 2</td>
<td>Ongoing – ½ day per week for 4 weeks Ongoing – 1hr per week for 4 weeks</td>
</tr>
<tr>
<td>Y1 Semester 3</td>
<td>Block – 16 days over 4 weeks</td>
</tr>
<tr>
<td>Y2 Semester 1</td>
<td>Ongoing – 10 days</td>
</tr>
<tr>
<td>Y2 Semester 3</td>
<td>Block – 32 days over 8 weeks</td>
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</tbody>
</table>

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 Registration Achieved?
Graduates awarded the MSc 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 University post-graduate award which confers eligibility for HCPC Speech and Language Therapy registration.

Course Approval Period
The MSc 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 Certified Membership 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 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, 2013) 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 identify, critique and apply a systematic and critical understanding of theory and principles in psychology, phonetics and phonology, linguistics, speech and language pathology, research and medical sciences to the assessment and management of people with speech, language, communication and swallowing needs across diverse contexts of contemporary speech and language therapy practice (SOP 4, 13, 14)

**LO2** Select, use and modify 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** Give deliberate thought to the critical consideration of 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 Critically review and 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 Reflect objectively and critically on all aspects of the quality of their practice to identify and act upon personal and professional development needs (SOP 11; 12)

LO6 Select and effectively apply the skills required to practice as an autonomous professional, exercising their own professional judgement in relation to complex or novel issues in 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 MSc Speech and Language Therapy prioritise the student learning experience, recognising that as graduates, students come to the course already possessing skills in autonomous learning and critical thinking. Learning and teaching approaches focus on enabling students to use their existing skills and knowledge to develop a coherent, subject-specific knowledge base; to develop critical appraisal of speech and language therapy research to inform evidence-based clinical decisions; and to develop self-aware reflective practice.

The design of the curriculum and approaches to teaching and learning take account of the Leeds Beckett Education Strategy, and in particular, the learning pathway. Within this model Level 7 is viewed as a transition, and learning and teaching on the course aims to support this so that students become confident to apply their knowledge and skills in complex and novel situations. A key part of the curriculum is the research project which aims to give students a thorough understanding research as a practice and product and how it is applied to evidence-based care in speech and language therapy.

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 to permit students to access opportunities for self-directed learning, critical reflection, self-assessment, and peer review.
• **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 practice 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.

• **Simulation and 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 synthesis and clinical application of learning is paramount on the course, and this is facilitated through the ‘Clinical and Professional Studies’ modules, giving students the opportunity to critically apply and extend their learning to date through working in groups on case-based scenarios.

**Your Modules**

**NB:** Students must successfully pass all Stage 1 modules (Year 1 for FT study; Years 1 & 2 for PT study) before progressing to Year 2.

**Level 7 Year 1 Modules (2020/21 for FT students and 2020/21 and 2021/22 for standard PT students)**

Foundations of SLT (Speech and Language Therapy)

Clinical & Professional Studies 1

Dysphagia

Disorders of Speech

SLT Clinical Placement A
Level 7 Year 2 Core Modules (2021/22 for FT students and 2022/23 and 2023/24 for standard PT students)

Clinical & Professional

Studies 2 Disorders of

Language Disorders of

Communication Evidencing

Practice

SLT Clinical Placement B

Assessment Balance and Scheduled Learning and Teaching Activities

Level 7, Year 1 is assessed by coursework predominately, with some examinations and practical assessments.

Level 7, Year 2 is assessed by coursework predominately, with some examinations and practical assessments.

<table>
<thead>
<tr>
<th>Overall Workload</th>
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<tbody>
<tr>
<td>Teaching, Learning and Assessment</td>
<td>286 hours</td>
<td>266.5 hours</td>
</tr>
<tr>
<td>Independent Study</td>
<td>614 hours</td>
<td>633.5 hours</td>
</tr>
<tr>
<td>Placement</td>
<td>189 hours</td>
<td>294 hours</td>
</tr>
</tbody>
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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 Headingly. 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.