

LEEDS BECKETT UNIVERSITY

Course Specification

BSc (Hons) Speech and Language Therapy
2018-19 (BSSLT)

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School of Social Sciences

Award and programme title: BSc (Hons) Speech and Language Therapy

Level of qualification: Level 6

Contained awards available:

Award	Title	Level
CRTHE	Speech and Language Sciences	4
DIPHE	Speech and Language Sciences	5
BSc	Speech and Language Sciences	6
BSc (Hons)	Speech and Language Sciences	6

Length and status of programme and mode of study

Programme	Length (years) Status (FT/PT/SW)	Mode (campus-based / DL or other)
Full-time	3 Year (105 weeks) FT	Campus-based

Course Specification

Overview and Aims

Background and Philosophy

The *BSc (Hons) Speech and Language Therapy* is one of several courses offered within the Faculty of Health and Social Sciences which enable students to train as health professionals. Graduates are eligible for registration with the Health and Care Professions Council (HCPC) and to practise as speech and language therapists. The course aims to provide students with the education and training that enables them to meet the Standards of Proficiency for Speech and Language Therapists as set by the HCPC (2014).

Speech and language therapy professional education has been offered at Leeds Beckett since 1965. The current honours degree provision commenced in 1994. The landscape both of the profession itself, and of the wider health and social context, has evolved significantly through the long history of the provision at Leeds Beckett. Theoretical advances in our understanding of human communication and its disorders mean that not only must the curriculum be continually reviewed and developed to reflect these advances but that, as educators, we must ensure that our graduates are equipped with the skills and motivation to acquire and apply new knowledge throughout their professional careers.

The practice of speech and language therapy is an art as well as a science. The ability to develop successful therapeutic relationships, inspire confidence and empower clients to change and develop is integral to clinical practice. These skills are developed incrementally over the 3 years of the course, from communication skills through to the technical skills and understanding required to facilitate lasting change. Speech and language therapists (SLTs) are individuals who are able to integrate the knowledge, skills and attitudes described above to plan and deliver high quality care for people with speech, language and communication needs within a continually changing economic, social and political context.

The *BSc (Hons) Speech and Language Therapy* offered at Leeds Beckett is designed to give students the opportunity to develop and integrate their learning to meet the demands and challenges of this fascinating profession. Over the 3 years of the *BSc (Hons) Speech and Language Therapy*, five strands of subject area learning are present. These are [1] Linguistics, Phonetics & Psychology, [2] Medical Sciences, [3] Speech and Language Pathology, [4] Clinical Practice & Professional Issues, and [5] Research and Evidence-Based Practice. Horizontal and vertical integration of subject areas is a key principle of the course and many modules provide learning in multiple domains.

Market and Demand for the Course

Demand for the course remains high both in terms of student applications and recruitment and employment outcomes. Nationally, there is demand for SLTs in health, education, voluntary organisations and independent practice. The Workforce Summary – Speech and Language Therapy (England only) provided by the NHS Workforce Review Team (SHA Workforce Ambitions, 2009-2014) predicts that demand for SLTs will remain high in the future, in response to drivers including the Bercow Review (DCSF 2008) and the National Stroke Strategy (2007). The findings of the Bercow report and the need for SLTs has more recently been reiterated in an all-party parliamentary group report on the link between speech and language difficulties and social disadvantage (APPG 2013).

Course Learning Outcomes

1	demonstrate a systematic understanding of theory and principles in psychology, phonetics and linguistics, speech and language pathology, medical sciences and research that are relevant to their professional practice as a speech and language therapist
2	demonstrate reasoning and problem solving skills which enable them to apply their learning to the appropriate evidence-based diagnosis and management of communication disorders in a wide range of clients and settings
3	use communication and technical skills to develop successful therapeutic relationships and to work in partnership with colleagues, other professionals, support staff, service users and their relatives and carers
4	critically reflect upon their own values and beliefs in relation culture, age, ethnicity, gender, religious beliefs and socio-economic issues and understand these issues both in the lives of individuals and in planning effective delivery of services for people with speech, language and communication needs

5	demonstrate skills of information management, critical thinking and problem-solving which will enable them to continue to find and evaluate new theoretical and empirical evidence and apply it to the management of individuals with speech, language and communication needs throughout their clinical careers.
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Course Structure

Level 4			
In level 4, students acquire the basic knowledge and skills of the different subject strands that are essential to become a speech and language therapist.			
Semester 1		Semester 2	Core (Y)
Speech & Language Pathology 1			Y
Clinical & Professional Skills 1			Y
Linguistics			Y
Introduction to Clinical Phonetics & Phonology			Y
Lifespan Development			Y
Medical Science 1			Y
Research for Clinical Practice			Y
Level 5			
In level 5, students begin to integrate strand-specific knowledge and skills to clinical settings.			
Semester 1	Core (Y)	Semester 2	Core (Y)
Medical Science 2	Y		
Applied Research	Y		
Speech Pathology 2a (Acquired)			Y
Speech Pathology 2b (Developmental)			Y
Clinical & Professional Skills 2			Y
Language & Cognition			Y
Clinical Analysis of Speech & Voice			Y
Level 6			
In Level 6, students develop the ability to evaluate strand-specific knowledge and skills and their application in clinical settings.			
Semester 1	Core (Y)	Semester 2	Core (Y)
Advanced Clinical Skills	Y	Current Issues in Speech and Language Therapy Practice	Y
Eating, Drinking & Swallowing Disorders	Y		
Speech & Language Pathology 3			Y
Evidence for Practice			Y
Clinical & Professional Practice			Y

Learning and Teaching

Learning and Teaching Approaches

Staff teaching on the *BSc (Hons) Speech and Language Therapy* prioritise the student learning experience with a focus on ensuring that students are able to benefit from a transformative experience whilst studying at Leeds Beckett. Our approach concentrates on:

- Creating a friendly and supportive learning environment
- Offering an engaging, transformative and rounded experience for our students which enables them to achieve professional standard requirements and more generally transferrable employability skills
- Promoting a critical and reflective approach in a flexible and stimulating environment
- Broadening student perspectives to enable them to develop skills for learning, information literacy, and employability.

The learning and teaching approach focuses on preparing students with the skills and knowledge required to be an effective and successful speech and language therapist. A progressive approach is used, so that knowledge, skills and critical thinking are developed within the course, clearly evidencing progression between the different levels. Progression is assessed using assessment criteria designed to measure learning outcomes based on HCPC standards of proficiency.

Course learning and teaching methods provide high quality learning opportunities that enable students to demonstrate achievement of the learning outcomes at each level of the degree. The course aims to foster the development of independent study skills and autonomy of learning and encourage a commitment to lifelong learning in line with and going beyond professional requirements. Teaching and learning methods increasingly promote the capacity for students to assume responsibility for their own learning and development. Emphasis is also placed on team working throughout the three years of study.

Learning and Teaching Activities

Overview

Lasting transformative learning requires a carefully structured learning and teaching experience which allows each student to develop and maximise their own learning styles. The SLT course team have therefore developed a specific approach to teaching and learning which focuses on enabling students to attain professional suitability as outlined by the professional and regulatory authorities. Formal teaching takes place via lectures, seminars, laboratory sessions, practicals, and workshops. In addition, students attend regular and intensive placements to acquire and practise clinical skills.

Horizontal and Vertical Integration

The learning and teaching on the SLT programme is structured to permit the integration of theory and practice at each level, as well as the smooth progression of students from level to level. The basic course structure rests on five subject areas, here referred to as 'strands'.

1. Clinical Practice and Professional Issues strand

2. Linguistics, Phonetics and Psychology strand
3. Medical Science strand
4. Research and evidence-based practice strand
5. Speech & Language Pathology strand

The learning and teaching in each strand aims to guide students through a set of stages of learning and achievement as described below. In addition, at each level links between the strands have been established and clearly signposted within the learning and teaching of each module.

1. L4 (1st year): The acquisition of the strand-specific knowledge and skills.
2. L5 (2nd year): The application of the strand-specific knowledge and skills in clinical settings.
3. L6 (3rd year): The ability to evaluate strand-specific knowledge and skills and their application in clinical settings.

	SPEECH & LANGUAGE PATHOLOGY	LINGUISTICS, PHONETICS & PSYCHOLOGY			CLINICAL PRACTICE & PROFESSIONAL ISSUES	RESEARCH	MEDICAL SCIENCE
LEVEL 4	Speech Path 1	Linguistics	Clinical Phonetics & Phonology	Lifespan Development	Clinical & Professional Skills 1 (PLACEMENT)	Research for Clinical Practice	Medical Science 1
LEVEL 5	Acq Speech Path	Dev Speech Path	Analysis of Speech & Voice	Language & Cognition	Clinical & Professional Skills 2 (PLACEMENT & IPL)	Applied Research	Medical Science 2
LEVEL 6	Speech Path 3	Current Issues in SLT	Advanced Clinical Skills	Clinical & Professional Practice (PLACEMENT & IPL)		Evidence for Practice	Eating Drinking & Swallowing

The course uses a range of strategies to enable students to learn effectively. The strategies are implemented in different environments and settings and facilitate both practical skill-based learning and theoretical learning. A summary of the learning and teaching strategies employed in the course can be found in the table below.

- *Lectures* are used for information gathering and the transmission of core knowledge bases. They are often interactive and make use of directed discovery teaching.
- *Small group learning* is employed to promote deep learning, problem-solving critical thinking, reflection, communication skills, theory to practice, skills for learning, objective observation, self-awareness, and independence.
- *Seminars & workshops* 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. Practical permits 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 fit for practice requirements before starting on placements. On placement, first-year-students get the opportunity to observe how the theory and skills they learn in the classroom-based components are put into practice. Placements for higher level students provide hands-on experience. 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.
- *Patient 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 the students to develop their own patterns and strategies of learning.

Graduate Attributes

Students on the *BSc (Hons) Speech and Language Therapy* will develop skills and other attributes that will enable them to practice professionally as speech and language therapists. Specifically, they will have attained the skills identified in the HCPC *Standards of Proficiency for Speech and Language Therapists* (2007). Students also maintain their own record of skills acquired through the maintenance of a Professional and Personal Development Portfolio (PDP).

In addition, to the specific professional skills required, students develop a range of transferrable skills throughout their 3 years of study. Specifically we aim to produce graduates who are [1] enterprising, [2] digitally literate, and [3] have a global outlook. It is important to note that these skills are also an essential part of SLTs professional practice and will increase students' overall skill levels and thus their (general as well as vocation-specific) employability. An overview of how the graduate attributes are developed across the course in each level is provided below.

Enterprising students

In order to be a maximally functioning SLT, graduates of the course need to develop skills which permit them to be enterprising (as defined by the wider definition of enterprise employed at Leeds Beckett). They need to be able to ...

- motivate themselves and others
- be creative
- establish effective networks
- provide leadership
- think strategically
- work efficiently as part of a team

To enable our students to develop these skills problem-based learning approaches are used in most modules at each level of the course. Students are presented with authentic and realistic situations which require them to apply the acquired knowledge and skills to clinical data. They can do so in a safe environment which permits them to take risks and make errors while they hone their academic, clinical and / or research skills. Students are encouraged to develop their own solutions and evaluate these themselves with guidance and support from their tutors when required. Some examples of how enterprise is embedded in the course are:

- Simulated clients sessions: Patient 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.
- Research proposal / Literature Review: The module which comprises the research proposal or literature review employs a problem-based learning approach which sees the supervisor in a coaching role. Students are encouraged to identify a clinical or service delivery issue and take the initiative to explore possible solutions using appropriate research methodologies. The supervisor guides the student through the process of developing his / her own thoughts, rather than giving explicit instructions on what to do.

Digitally literate students

The course team is committed to produce students who are digitally literate, i.e. students who can choose, use, and critically appraise ICT with confidence. As both an indispensable professional as well as an essential life skill, digital literacy is embedded and developed throughout the curriculum of the *BSc (Hons) Speech and Language Therapy*. Students engage with ICT in a variety of authentic tasks relevant to SLT practice and academic scholarship and research. Some of these are listed here as examples, but these do not represent an exhaustive list.

- Using ICT for personal and professional development: Throughout all three years of the course, students keep an assessed electronic professional development portfolio for personal and clinical reflection, as well as for planning clinical development and learning goals. Tutors assess reflections and provide feedback to students on an ongoing basis. Graduates of the course can export the portfolio and continue using it throughout their professional life permitting a smoother transition into professional practice. The e-portfolio as a tool which is embedded throughout the three levels addresses all aspects of

digital literacy but especially professional development planning and academic (professional) practice.

- Using and evaluating ICT for clinical practice: From the beginning of the course, students are introduced to the use of software in both clinical assessment (e.g. acoustic speech analysis software such as *PRAAT*) and therapy delivery and evaluation (e.g. use of ICT for aphasia therapy such as *React 2*). For example, in the L4 module *Research for Clinical Practice*, the dimensions of digital literacy academic practice, and elements of computer, information, and media literacy are developed and assessed. This is achieved through the guided selection and use of online resources and tools to develop and apply knowledge of research (e.g. information searching and use of tools for collection and analysis of data). Use of software to analyse and report on data is an assessed part of the 'set exercises' assessment for this module. In the higher levels of the course, students are given the opportunity to assess the advantages and disadvantages of the use of digital technology in service delivery, so that they are empowered to use their own judgment as to when its use is appropriate.

Students who have a Global Outlook

The HCPC Standards of Proficiency (2013) require registrants to be aware of the influence of culture, age, ethnicity, gender, religious beliefs and socio-economic status on both individual communication and professional practice and this is reflected in one of the key aims of the course. The *BSc (Hons) Speech and Language Therapy* course is underpinned by a philosophy of anti-oppressive practice and recognition of the need for inclusion and aims to provide students with an experience of learning which enhances their inter-cultural awareness, attitudes and abilities. The course also presents students with an overview and evaluation of speech and language therapy practice beyond the UK.

- Bilingualism and multilingualism in the curriculum: Throughout the course students learn about the nature and the effects of multilingualism and its relationship with multiculturalism. Students assess how the acquisition of more than one language affects an individual's and a community's communicative behaviour. They also consider how this may influence individual's personal development throughout the lifespan.
- Socio-cultural and international considerations in the delivery of SLT: A recurring theme of the course is how socio-cultural background may affect access to learning and therapy and how it may impede or enhance the efficacy of SLT treatment and delivery. In addition, students learn about speech and language therapy practice in other countries.

Use of the Virtual Learning Environment

The university's Virtual Learning Environment (VLE) plays an important role in the delivery of the *BSc (Hons) Speech and Language Therapy*. The course team make extensive and systematic use of most of the MyBeckett / BB9 facilities and tools. Their function is to support, supplement, and add to traditional face-to-face teaching. Every module on the programme has a corresponding module on the VLE. The VLE module is used to provide:

- Module information. For example, module handbooks, assessment information, and tutor contact details.
- Learning materials. For example, reading lists, lecture handouts, lecture slides, appropriate online multimedia resources, etc.

- Support for independent study. For example, modules use automatically marked multiple choice questions which offer instant feedback, and provide additional transcription practice through the provision of videos and audio files.
- Online communication tools to facilitate interaction between all parties involved in the learning process. Examples for this include the use of online announcements and emails to disseminate module information reliably and effectively, the integrated use of discussion boards to support group work and online discussion activities which follow on from timetabled sessions.
- Assessment submission tool. Modules with assessment written coursework that can be submitted online use Turnitin for assignment submission which also provides students with the facility to check for potential plagiarism issues.
- Personal e-portfolio. The e-portfolio is a personal and professional development tool which is kept by each student throughout the course of study. While it resides, and is assessed, within one module at each level, it is a space for students to integrate, reflect on and record all of their learning across the different subject strands and on placement.

In this way, the application of the course strategy for technology enhanced learning (TEL) goes beyond the mere provision of lecture materials and supplementary resources for self-study. Instead it involves online learning activities which contribute to approaches and activities referred to above.

The course TEL strategy, including its use of the VLE, is supported by both the faculty and the university. The faculty has its own dedicated Learning Technology Unit (LTU). The LTU supports and guides resources development, research, evaluation, and staff development across the faculty. It works closely with the University TEL Team which supports the embedding of TEL across the institution. In this way, the dissemination of good practice across the university is ensured. TEL also supports the broader approach to assessment, learning and teaching in such areas as inclusivity in particular for students who require additional support through liaison with disability services.

Use of Blended-Learning

Not applicable.

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works 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.

Assessment Strategy

Assessment on the programme is designed to be stimulating, innovative, and authentic. It requires students to link theory to practice from early in the course, therefore functioning not only as an indicator of student progress but is also intended to serve as a learning strategy. The course team implement a holistic assessment strategy which aims to develop and assess the professional learning outcomes and graduate attributes systematically across the course. Assessment tasks are varied and engaging and student assessment load is spread throughout the year.

Both formative and summative assessment is used. Some specific examples of course assessments are provided below. Please refer to MATs for further examples.

Assessment	Use on the Course
<i>Examinations & class tests</i>	To assess core knowledge but also to assess essential analytical, and problem-solving skills. Mainly used at level 4 and 5, but for essential analysis and therapy skills also at level 6.
<i>Essays & assignments</i>	To assess the students' ability to access information, to organise and plan a longer piece of written text and to demonstrate competence in written communication and IT skills. These are introduced at level 4 but are gaining prominence at level 5 and 6.
<i>Reports</i>	Often also involve an aspect of data analysis and are essential in assessing professional written communication, analytical skills, the ability to organize and structure information, IT skills, and the application of theory to practice. This is an essential skill for developing employability and is introduced at level 5 and further developed at level 6, e.g. <i>Clinical Analysis of Speech and Voice</i> .
<i>Practical assessments</i>	Used to assess practical skills development. They more specifically provide an indication of degree of student achievement in the application of theory to practice, problem-solving skills, technical skills, interpersonal skills, oral communication, self-evaluation, and reflective awareness. Used mostly at level 5 and 6. Innovative use of audio, video and ICT at level 6 in the placement related video exam and in ear training exams at level 5 and 6.
<i>Presentations & case discussions</i>	Assessments which are suitable for assessing oral and written communication, group and team work, and information technology. On the programme these are often also peer-reviewed which gives student the opportunity to develop communication, feedback, and critical thinking skills, e.g. case presentations in <i>Clinical & Professional Skills 2</i> .

Assessment	Use on the Course
<i>Portfolio, e-portfolio, reflective logs, workbooks</i>	Used to evaluate organisation and self-management, reflection, self-awareness, information searching, negotiation, and self-evaluation. All these are used consistently across all three levels of the course to develop reflective skills, e.g. <i>Clinical & Professional Skills 1</i> and <i>Clinical & Professional Skills 2</i> . Particularly well-illustrated by the use of the cross-level e-portfolio which collates and deepens the learning across all levels.
<i>e-tests</i>	Used to foster independent learning skills and to test core knowledge. They also promote the development of IT skills, learner independence, and can be used to assess problem-solving skills. These are mostly used at level 4 and 5, e.g. <i>Medical Disciplines 1</i> , <i>Clinical Analysis of Speech and Voice</i> .

The SLT team work in association with disability support services to ensure that students with disabilities are supported appropriately in their learning and assessment.

Feedback on Assessed Coursework

Students are offered the opportunity to receive feedback on all assessments. Feedback is provided in timetabled sessions and on request at any time. Students will be given both general group feedback and specific verbal or written individual feedback depending on the assessment.

- **Written feedback:** The course team employ generic feedback templates for across the course which can be adapted to fit specific assessments. Feedback templates are used both to provide individual feedback and general feedback. Module tutors also provide additional written feedback using email and in-text annotations.
- **Verbal feedback:** All students are offered the opportunity to meet with module/clinical tutors or personal tutors to discuss specific or overall progression, professional development and action planning for the future respectively. These opportunities may take the form of timetabled assessment surgeries / drop-ins, or students are formally invited via the VLE communication tools to make an appointment.

Module Assessment Methods

Module Titles	Core (Y)	Written Assignment	Portfolio or E-Portfolio	Written examination	Placement Workbook	Presentation or Practical Skills assessment	Dissertation
Speech & Language Pathology 1, L4	Y	60% 40%					
Clinical Skills & Professional Skills 1, L4	Y				P/F P/F	P/F	
Linguistics, L4	Y			30% 30%		40%	
Clinical Phonetics & Phonology, L4	Y			50%		50%	
Lifespan Development, L4	Y	50%				50%	
Medical Science 1, L4	Y			50% 50%			
Research for Clinical Practice, L4	Y	50%		50%			
Speech Pathology 2a (Acquired), L5	Y	40%		60%			
Speech Pathology 2b (Developmental), L5	Y			60%		40%	
Clinical & Professional Skills 2, L5	Y		50%		P/F	50%	
Applied Research, L5	Y	100%					
Language & Cognition, L5	Y	50% 50%					
Medical Science 2, L5	Y			100%			
Clinical Analysis of Speech & Voice, L5	Y	100%				P/F	
Speech & Language Pathology 3, L6	Y	25%		75%			
Current Issues in Speech and Language Therapy Practice, L6	Y	100%					
Evidence for Practice, L6	Y						100%
Clinical & Professional Practice, L6	Y		50%			50%	
Advanced Clinical Skills, L6	Y	50%				50%	
Eating, Drinking & Swallowing Disorders, L6	Y	100%					

Employability and Professional Context

Professional Context

Speech and language therapists need to be prepared to work within a range of settings, including health, education, social service, voluntary sector, and independent sector settings, and with self-help groups and community based projects. This demands flexibility and competence to work in partnership with professionals and service users and carers from a wide range of contexts. The speech and language therapist must therefore have insight that enables them to reflect critically upon their own values and beliefs in relation to difference and diversity and to understand the importance of these issues both in the lives of individuals and in planning effective delivery of services for people with speech, language and communication needs.

As health professionals SLTs are professionally accountable. Service providers must demonstrate to commissioners that they provide effective services that offer value for money. At all levels of practice, SLTs must be able to provide a clear account of and rationale for their practice. Critical discussion of the evidence base for intervention is emphasised throughout the curriculum. Furthermore, we aim to develop the skills of our graduates so that they are confident to find, evaluate and use the best available evidence to deliver the best possible care throughout their clinical careers.

SLTs must also be aware of the role they play in balancing the needs of the clients with the pressures imposed by the economic, political and social contexts of the time. Consequently, they must be prepared to work within managed systems and to develop leadership skills that will enable them to contribute to developing service provision and service delivery. SLTs must be cognisant of and adhere to the policies and standards of employers, local and national agencies, including government departments, the Royal College of Speech and Language Therapists (RCSLT) and the Health and Care Professions Council (HCPC), and have an ability to manage themselves and their workload. Throughout the three years of the *BSc (Hons) Speech and Language Therapy*, students reflect upon and develop an understanding of the wider context of their profession, and their role within it.

Employability

Employability prospects for graduates of the *BSc (Hons) Speech and Language Therapy* have traditionally been comparatively high. On completion the majority of our graduates (DLHE 2015, 95%) secure professional employment within one year. A small percentage of students go on to further study. Most of our graduates work within the *National Health Service*, although many also practice as independent speech and language therapists or work for charitable organisations such as the *Stroke Association*. Graduates who have gone on to further study typically enrol on Masters programmes related to speech and language therapy or complete subject-related PhDs.

Employability learning is explicitly embedded within the curriculum throughout the course. Students develop skills that will permit an effortless transition to professional practice, a fact that is frequently remarked upon by prospective employers. Graduates of the course also develop a plethora of transferrable skills (e.g. time management) which make them attractive outside of the health sector. Employability skills are in each level continually assessed, both

formatively and summatively, through students' e-portfolios. This personal and professional development portfolio permits students to create a portable artefact which evidences their learning throughout the course clearly indicating all acquired skills and knowledge regardless of whether these are profession-specific or generic.

Within the HSS Faculty, the course team together with the Practice Learning and Employability Unit (PLEU) and the careers service to ensure that students are prepared for placement and work related learning (WRL) experiences. A dedicated team of PLEU placement officers source potential placements and WRL and allocate these opportunities to individual students taking into account any professional, statutory or regulatory body requirements. All students are encouraged to go through a process of personal development and skills analysis before embarking on a placement and reflect critically on their return on how their experiences have progressed their development.

Moreover, students are signposted to a variety of volunteering opportunities available through the Students' Union and the volunteering and partnerships offices which enable them to gain further work related learning and employability skills. Students also have access to the careers service and online employability resources (EROL) which help to prepare them for job applications and interviews and critically evaluate their employment prospects and identify potential opportunities.

Work-Related Activities

Clinical placements are a crucial part of the learning on the course and are required by the professional and regulatory bodies. Students attend placements across the Yorkshire and Humber region. They contribute to all course learning outcomes. In their first year, students get the opportunity to observe how the theory and skills they learn in the classroom-based components are put into practice. Notably and innovatively, students in their first year of study will be able to apply some of their knowledge and skills at this early level within the conversation partner scheme, where they befriend a person with aphasia (post stroke communication difficulty) in their home environment. Placements for level 5 and 6 students provide hands-on experience under the supervision of a practising SLT. This type of experiential learning promotes the students' ability to apply theory to practice. It also supports critical analysis skills, interpersonal and communication skills, self-awareness, reflection, and awareness of the role of the SLT, and other related professions. At each level, students will attend the following placements:

- **Level 4:** At level 4, students attend in pairs both a *Conversation Partners* placement and a *Child Development* placement; one type in one semester and the other type in the other. The *Conversation Partners* placement comprises a one-hour session per week for 7 weeks. The *Child Development* placement consists of attendance in a child care setting for 3 hours per week for 7 weeks. In addition, students will attend a 1 week observation block placement (4 days per week) in either an adult or a paediatric setting at the end of the academic year.

At level 4, the placement is located and assessed in the module *Clinical & Professional Skills 1*. There are 60 placement hours in total at level 4.

- **Level 5:** In semester 1, Level 5 students go to a one day per week placement for ten weeks. In semester 2, students attend a five-week block placement (4 days per week). Both placements are hands-on and may occur in either an adult or a paediatric setting. At level 5, the placement is located and assessed within the *Clinical and Professional Skills 2* module. There are 210 placement hours in total at level 5.
- **Level 6:** In semester 1, students go to a one day per week placement for ten weeks. In semester 2, level 6 students attend a six-week block placement (4 days per week). Both placements are hands-on and may occur in either an adult or a paediatric setting; students are able to express a preference for the clinical setting of their block placement. At level 6, the placement is located and assessed within the *Clinical & Professional Practice* module. There 238 placement hours in total at level 6.

Placement related expenses: The placements outlined above take place throughout the Yorkshire and Humber region, and students may need to travel, or in a small minority of cases, stay in short-term accommodation to attend placement.

From 2017-18, eligible students, who are in receipt of the standard student support system provided by the student loans company (SLC), will be able to access the Learning Support Fund to claim for essential travel and dual accommodation expenses as per the provisions for Practice Placement Expenses included in the NHS Bursary Scheme. Current bursary rules for travel and accommodation, and information about the learning support can be found at:

<https://www.nhsbsa.nhs.uk/student-services>

Placement or Work-Related Activity Level: Please see above.

Placement or Work-Related Activity Length in Weeks: Please see above.

Type of Placement or Work-Related Activity: Please see above.

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Academic Principles and Regulations

The course adheres to the University Academic Principles and Regulations which can be consulted at <http://www.leedsbeckett.ac.uk/public-information/academic-regulations/>

Exceptions to UG Framework and University Academic Regulations

The following exceptions have been granted for the *BSc (Hons) Speech & Language Therapy*:

Nature of exception	
140 credits per level	Students study an additional 20 credits per level which amounts to one additional module per level.
Progression & award: all modules must be passed	In order to comply with professional standards requirements, students must achieve all 140 credits in each level. That is, students must pass all modules in each level in order to proceed to the next level and to be conferred the award at the end of level 6.
Progression & Award: Clinical assessment components at L4 and all assessment components at L5 and L6 must be passed	In order to comply with professional standards requirements, students must achieve a minimum of 40% in clinical assessment components at L4 and all assessment components at L5 and L6.
Long thin modules	All modules run across 2 semesters except – Level 5 – Medical Science 2 CRN12492 – Semester 1 only Level 5 – Applied Research [add CRN] – Semester 1 only Level 6 – Advanced Clinical Skills CRN 12498 – Semester 1 only

	Level 6 – Eating Drinking and Swallowing CRN 12482 – Semester 1 only Level 6 – Current Issues CRN 12481– Semester 2 only
30 credit dissertation	30 credits are awarded for the dissertation at level 6 rather than the usual 40 credits.
Calendar year	The course has a course calendar which does not necessarily replicate the standard university calendar in order to accommodate a total of 105 weeks over the duration of the course.
Assessment	Assessment can occur after the Christmas break.

Exemption from Regulations Disabled Students C10.2.1 Entitlement

Reasonable adjustments/exam contracts do not apply to one assessment out of two on the modules below due to PSRB requirements – End Exam (practical):

Clinical Phonetics and Phonology – 50% weighting.

Clinical Analysis of Speech and Voice – Pass/Fail (Must Pass).

Course-Specific Regulations

Course regulations (SLTR) will comply with University Assessment Regulations (UAR) with the following exceptions and additions. Course-specific regulations are outlined below

	UAR	SLTR
Progression Requirements	C3.4.1	CSLT3.4.1
Profile of Progression – Level 4 to Level 5	C3.4.4	CSLT3.4.4
Profile of Progression – Level 5 to Level 6	C3.4.5	CSLT3.4.5
Conferment of award: BSc (Hons) Speech & Language Therapy (eligibility to apply to join the HCPC register)	C4.4.8	CSLT4.4.8
Contained awards: CRTHE Speech and Language Sciences (NO eligibility to apply to join the HCPC register)	C4.4.3	CSLT4.4.3
Contained awards: DIPHE Speech and Language Sciences (NO eligibility to apply to join the HCPC register)	C4.4.5	CSLT4.4.5
Contained awards: BSc Speech and Language Sciences (NO eligibility to apply to join the HCPC register)	C4.4.7	CSLT4.4.7
Contained awards: BSc (Hons) Speech and Language Sciences (NO eligibility to apply to join the HCPC register)		CSLT4.4.8.1
Calculation of Honours degree classification: Average	C4.6.4	CSLT4.6.4

Progression Requirements

Progression requirements stipulate the conditions a student has to fulfil to move from one level of the course to the one above. Students on the *BSc (Hons) Speech and Language Therapy* must comply with the course-specific regulations SLTR CSLT3.4.1, SLTR CSLT3.4.4, and SLTR CSLT3.4.5.

SLTR CSLT3.4.1 Progression Requirements

To be considered for progression from Level 4 to Level 5; or Level 5 to Level 6 a student must have fulfilled the following requirements:

- pursued a programme of study of 140 credit points at the relevant level (including any accreditation of prior learning)
- satisfied the submission and attainment requirements for each module of study.

SLTR CSLT3.4.4 Profile of Progression – Level 4 to Level 5

Where a student has attained or exceeded the following profile, they will be deemed to have passed Level 4 for the purposes of progression; to have achieved the overall learning outcomes for the level; and to have achieved the standard required to progress from Level 4 to Level 5:

- achieved a minimum of 40% or more in modules equivalent to 140 credit points at Level 4 or above;
- achieved a minimum of 30% in each assessment and a minimum of 40% in each clinical assessment;
- achieved an average of 40% or more across all modules studied at this level.

On achievement of this profile for progression, a student will be accredited with 140 credit points at Level 4.

SLTR CSLT3.4.5 Profile of Progression – Level 5 to Level 6

Where a student has attained or exceeded the following profile, they will be deemed to have passed Level 5 for the purposes of progression; to have achieved the overall learning outcomes for the level; and to have achieved the standard required to progress from level 5 to level 6:

- achieved a minimum of 40% or more in modules equivalent to 140 credit points at Level 5 or above;
- achieved a minimum of 40% or more in each assessment;
- achieved an average of 40% or more across all modules studied at this level.

On achievement of this profile for progression, a student will be accredited with 140 credit points at Level 5.

Conferment of Award

Conferment of the target award at the end of level 6 of the *BSc (Hons) Speech and Language Therapy* is determined by the course-specific regulation SLTR CSLT4.4.8. Students are only eligible for the award, if they fulfil all the criteria listed.

SLTR CSLT4.4.8 Conferment of award: *BSc (Hons) Speech & Language Therapy (eligibility to apply to join the HCPC register)*

The Bachelor of Science with Honours in Speech & Language Therapy with eligibility to apply to join the HPC register is awarded for the attainment of a minimum of 140 credit points at HE Level 4, 140 credit points at HE Level 5, and 140 credit points at HE Level 6. The University awards these credit points where a student has achieved the following profile.

1. Achieved the requirements for level progression from Level 5 to Level 6 or has been admitted directly to Level 6.
2. Pursued a programme of study of 140 credit points at Level 6 or above or has been accredited with no more than 60 credit points at Level 6 on admission.

3. Satisfied the submission and attainment requirements for each module of study.
4. Achieved the overall learning outcomes for Level 6 by attaining or exceeding the following requirements:
 - achieved a minimum of 40% or more in modules equivalent to 140 credit points at Level 6 or above;
 - achieved a minimum of 40% or more in each assessment;
 - achieved an average of 40% or more across all modules studied at this level.

A student progressing to the Bachelor Degree with Honours, having successfully completed the Bachelor Degree under the provisions of Section C4.4.7 must have successfully passed with a mark of 40% or more modules equivalent to a minimum of 140 credit points at Level 6 or above in order to be awarded the Bachelor Degree with Honours.

Contained Awards

Contained awards are not target awards within this provision. However, a student may receive a contained award as a fall-back when he or she has not achieved sufficient credits for the named award. Four contained awards are available. Contained awards do NOT confer eligibility to apply to join the HCPC register.

1. *Certificate of Higher Education in Speech and Language Sciences (NO eligibility to apply to join the HCPC register)*
2. *Diploma of Higher Education in Speech and Language Sciences (NO eligibility to apply to join the HCPC register)*
3. *Bachelor of Science in Speech and Language Sciences (NO eligibility to apply to join the HCPC register)*
4. *Bachelor of Science with Honours in Speech and Language Sciences (NO eligibility to apply to join the HCPC register)*

The conferment of these contained awards is determined by the following course-specific regulations: SLTR CSLT4.4.3, SLTR CSLT4.4.5, SLTR CSLT4.4.7, and SLTR CSLT4.4.8.1.

SLTR CSLT4.4.3 Contained awards: *CRTHE Speech and Language Sciences (NO eligibility to apply to join the HCPC register)*

The Certificate of Higher Education in Speech and Language Sciences with NO eligibility to apply to join the HCPC register is awarded for the attainment of a minimum of 140 credit points at HE Level 4. The University awards these credit points where a student has achieved the following profile:

1. Pursued a programme of study of 140 credit points at Level 4 or above or has been accredited with no more than 60 credit points at Level 4 on admission.
2. Satisfied the submission and attainment requirements for each module of study.
3. Achieved the overall learning outcomes for Level 4 by attaining or exceeding (or been accorded under the provisions of Section CSLT3.4.5) the following requirements:
 - achieved a minimum of 40% or more in modules equivalent to 140 credit points at Level 4 or above;
 - achieved a minimum of 40% or more in each assessment;
 - achieved an average of 40% or more across all modules studied at this level.

A student progressing to the Certificate of Higher Education, having successfully completed the Certificate under the provisions of Section C4.4.2, must have successfully passed with a

mark of 40% or more modules equivalent to a minimum of 140 credit points at Level 4 or above in order to be awarded the Certificate of Higher Education.

SLTR CSLT4.4.5 Contained awards: *DIPHE Speech and Language Sciences (NO eligibility to apply to join the HCPC register)*

The Diploma of Higher Education in Speech and Language Sciences with NO eligibility to apply to join the HCPC register is awarded for the attainment of a minimum of 140 credit points at HE Level 4 and 140 credit points at HE Level 5. The University awards these credit points where a student has achieved the following profile:

1. Achieved the requirements for level progression from Level 4 to Level 5, or has been admitted directly to Level 5.
2. Pursued a programme of study of 140 credit points at Level 5 or above or has been accredited with no more than 60 credit points at Level 5 on admission.
3. Satisfied the submission and attainment requirements for each module of study
4. Achieved the overall learning outcomes for Level 5 by attaining or exceeding (or been accorded under the provisions of Section CSLT3.4.7) the following requirements:
 - achieved a minimum of 40% or more in modules equivalent to 140 credit points at Level 5 or above;
 - achieved a minimum of 40% or more in each assessment;
 - achieved an average of 40% or more across all modules studied at this level.

A student progressing to the Diploma in Higher Education, having successfully completed the Diploma under the provisions of Section C4.4.4, must have successfully passed with a mark of 40% or more modules equivalent to a minimum of 140 credit points at Level 5 or above in order to be awarded the Diploma of Higher Education.

SLTR CSLT4.4.7 Contained awards: *BSc Speech & Language Sciences (NO eligibility to apply to join the HCPC register).*

The Bachelor of Science in Speech and Language Sciences with NO eligibility to apply to join the HCPC register is awarded for the attainment of a minimum of 140 credit points at HE Level 4, 140 credit points at HE Level 5, and 60 credit points at HE Level 6. The University awards these credit points where a student has achieved the following profile.

1. Achieved the requirements for level progression from Level 5 to Level 6 or has been admitted directly to Level 6.
2. Pursued a programme of study of 60 credit points at Level 6 or above.
3. Satisfied the submission and attainment requirements for each module of study.
4. Achieved the overall learning outcomes for Level 6 by attaining or exceeding the following requirements:
 - achieved a minimum of 40% or more in modules equivalent to 60 credit points at Level 6 or above;
 - achieved a minimum of 40% or more in each assessment;
 - achieved an average of 40% or more across all modules studied at this level.

SLTR CSLT4.4.8.1 Contained awards: *BSc (Hons) Speech & Language Sciences (NO eligibility to apply to join the HCPC register).*

The Bachelor of Science with Honours in Speech and Language Sciences with NO eligibility to apply to join the HCPC register is awarded for the attainment of a minimum of 140 credit

points at HE Level 4, 140 credit points at HE Level 5, and 120 credit points at HE Level 6. The University awards these credit points where a student has achieved the following profile.

1. Achieved the requirements for level progression from Level 5 to Level 6 or has been admitted directly to Level 6.
2. Pursued a programme of study of 120 credit points at Level 6 or above or has been accredited with no more than 60 credit points at Level 6 on admission.
3. Satisfied the submission and attainment requirements for each module of study.
4. Achieved the overall learning outcomes for Level 6 by attaining or exceeding the following requirements:
 - achieved a minimum of 40% or more in modules equivalent to 120 credit points at Level 6 or above;
 - achieved a minimum of 40% or more in each assessment;
 - achieved an average of 40% or more across all modules studied at this level.

A student progressing to the Bachelor Degree with Honours, having successfully completed the Bachelor Degree under the provisions of Section

C4.4.7 must have successfully passed with a mark of 40% or more modules equivalent to a minimum of 120 credit points at Level 6 or above in order to be awarded the Bachelor Degree with Honours.

SLTR CSLT4.6.4 Calculation of Honours Degree Classification: Average

The calculation of the Honours degree Classification for the *BSc (Hons) Speech and Language Therapy* adopts the principles of the university's "best 100 credits" methodology in so far as the calculation considers the best marks out of the total number of credits minus 20 credits (i.e. the number of credits for a single module) in level 5 at 25% weighting and in level 6 at 75% weighting.

Therefore in calculating the average performance in relation to the numerical conventions used by the University, the following formula will be used:

The best 120 credits of Level 5 work at 25% weighting

added to

The best 120 credits of Level 6 work at 75% weighting.

Fitness to Practice Policy and Procedure

The University's Fitness to Practice Policy and Procedure applies to students preparing for professional registration, and therefore to students enrolled on the BSc (Hons) Speech and Language Therapy. Where an issue relating to the conduct of a student, or cause for concern is raised, there is provision for the faculty to establish a conduct panel. These panels hear individual cases and, depending on the level of the panel, may have external representation from the concerned professional group. A range of sanctions are available to conduct panels, ranging from the issuing of an admonition to a student to recommending the Vice Chancellor in respect of the suspension or expulsion of a student from the University. The procedure can be found on the university's website: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

The HCPC Standards of Education and Training require that the university should have explicit and effective student complaints procedures including appeal about an academic

decision. Information about the provision can be found on the web at the following locations.

Student complaints procedure: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

Appeals procedure: <http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

External Examiners

The Health and Care Professions Council Standards of Education and Training (2009) require the appointment of at least one External Examiner who must be appropriately experienced and qualified (6.11). The *BSc (Hons) Speech & Language Therapy* course has at least 1 external examiner who registered with the Health and Care Professions Council (HCPC) and gives regular input to the course team in line with University Quality Standards Review and Enhancement requirements. There are two further external examiners who are experts in non-clinical essential subject areas.

Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
1	Exemption approved from Regulations Disabled Students C10.2.1 Entitlement: for the modules below. Minor modification to the modules Clinical Phonetics and Phonology and Clinical Analysis of Speech and Voice. Minor modification to the Speech & Language Pathology 3, L6 module – change of assessment weighting. Module Assessment Methods section updated.	2016-17
2	Minor modifications made to L4 Linguistics, L4 Medical Science 1, L4 Research for Clinical Practice, L5 Medical Science 2, L6 Eating, Drinking and Swallowing Disorders and L6 Evidence for Practice.	2016-17
3	School modifications – Update in section 22 as a result of school level modification to CLASV (exceptions to UG Framework and University Academic Regulations). School Level modifications to L5 CLASV (change of assessment weighting), L5 Medical Sciences 2, L6 Eating Drinking and Swallowing (reduction from 2 assessments to 1). Annual Updates to external examiners; staffing update to personnel and designation of roles.	2017-18
4	Course modification to semester delivery for Level 5 – Medical Science 2– Semester 1 only Level 6 – Advanced Clinical Skills – Semester 1 only Level 6 – Eating Drinking and Swallowing – Semester 1 only Level 6 – Current Issues – Semester 2 only Course structure/Academic regs section updated	2017-18
5	Update in section 22 as a result of school-level modification to progression from level 4 to level 5.	2017-18
6	Course level and School level Modifications – Update to course structure as a result of school level modification to Clinical Practice and Research – becoming semester 1 only. Update to Learning and teaching activities as a result of school level modifications – change of module name from Clinical Practice and Research to Applied Research; removal of IPL from CPS1. Update to assessment mapping as a result of school and course level modifications with changes of assessment weightings in: CPS1, CPS2, CPR (now Applied Research), CLASV, Current Issues.	2018-19

	Update to exemptions as a result of course level modification – additional P/F assessment for IPL at each level not required.	