



LEEDS
BECKETT
UNIVERSITY

Course Specification

**BSc (Hons) Speech and
Language Therapy**

Course Code: BSLTH

2024/25

BSc (Hons) Speech and Language Therapy (BSLTH)

Applicant Facing Course Specification for 2024/25 Undergraduate Entrants

Confirmed at DEC/2023

General Information

Award	Bachelor of Science with Honours Speech and Language Therapy
Contained Awards	<p>Certificate Speech and Language Science</p> <p>Certificate of Higher Education Speech and Language Science</p> <p>Diploma Speech and Language Science</p> <p>Diploma of Higher Education Speech and Language Science</p> <p>Bachelor of Science Speech and Language Science</p> <p>Bachelor of Science with Honours Speech and Language Science</p> <p>Please note: the contained awards listed have no eligibility for registration with the HCPC.</p>
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
Course Lengths and Standard Timescales	<p>Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below:</p> <ul style="list-style-type: none">• 3 years (full time, campus based) (maximum registration period of 5 years)
Location(s) of Delivery	<p>The majority of teaching will be at City campus but on occasion may be at Headingley campus.</p> <p>Clinical Placements usually take place within the Health Education England Yorkshire and Humber region.</p>
Entry Requirements	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</p>

Admissions enquiries may be directed to:
AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to:
Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>)

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. The health screening process includes establishing your immunisation status. Once you have started the course, you will need to receive any additional immunisations required to comply with NHS standards for healthcare professionals.

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.

4.3.2 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; **and achieved a minimum of 40% in all components of the Level 6 module Integrated SLT Studies 3.**
- 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 (PSRB) requirements: 5 years full-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

The name of your Course Administrator/s will be confirmed during induction, their contact details are: SLTadmin@leedsbeckett.ac.uk

Sandwich or Other 'In Year' Work 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 setting (incorporating a minimum of 10 hours of paediatric dysphagia) and a minimum of 30 sessions in an adult setting (incorporating a minimum of 30 hours of adult dysphagia).

Placements may occur in both ongoing (1 day per week) and block (4 days per week) formats.

Indicative Placement Information:

Year / Teaching Block Semester	Type and Duration of placements
L4 Semester 1	Ongoing – 4 days
L4 Semester 2	Ongoing – ½ day per week for 4 weeks Ongoing – 1hr per week for 4 weeks Ongoing – 1 day per week for 8 weeks
L5 Semester 2	Block – 20 days over 5 weeks
L6 Semester 1	Block – 16 days over 4 weeks
L6 Semester 2	Block – 20 days over 5 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)

Accreditation/Recognition Summary

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/students/becoming-registered-once-you-qualify/>

This is the only Leeds Beckett first degree award which confers eligibility to apply to join the HCPC register as a Speech and Language Therapist.

Professional Body

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

Accreditation/ Recognition Summary

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 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 and dysphagia, 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

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

- Lectures are used for the transmission of core knowledge bases. They are often interactive and make use of directed discovery teaching.
- 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 learning is employed to promote problem-solving, critical thinking, reflection, communication skills, the integration of theory with clinical practice, and independence.
- 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 teamwork. Practical 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.
- 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. 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.

The majority of teaching occurs in person on campus. There are a small minority of modules at each level which use online teaching, in one of these forms:

- Some of the lectures are in person and some of the lectures are live online.
- Recorded lectures are followed by in-person seminars.

Guided and independent study are built into all modules of the programme, with additional resources provided online via our Virtual Learning Environment. 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.

Your Modules

This information is 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.

Please Note: the possibility of subsequent changes to the structure may be required in response to placement provider or PSRB requirements.

Level 4					
Semester 1	Core (Y/N)	Semester 2a	Core (Y/N)	Semester 2b	Core (Y/N)
Academic, Professional and Clinical Skills (20 credits) (Semester 1 and 2a)	Y	Academic, Professional and Clinical Skills (20 credits) (Semester 1 and 2a)	Y	Integrated SLT Studies 1 (20 credits)	Y
Phonetics and Phonology (15 credits)	Y	Introduction to EBP (10 credits)	Y		
Medical Sciences for SLT (20 credits)	Y	Linguistics (15 credits)	Y		
Lifespan Development (10 credits)	Y				

Level 4					
Speech, Language and Communication Needs (SLCN) (10 credits)	Y				
SLT Clinical Placement L4 (4 days/2 days-clinically related/8 days) (Both semesters)	Y	SLT Clinical Placement L4 (4 days/2 days-clinically related/8 days) (continued from Semester 1)	Y	SLT Clinical Placement L4 (4 days/2 days-clinically related/8 days) (continued from Semester 1)	Y

Level 5			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Integrated SLT Studies 2 (20 credits)	Y	Integrated SLT Studies 2 (20 credits) (continued from Semester 1)	Y
Eating, Drinking and Swallowing (20 credits)	Y	Speech Disorders (20 credits)	Y
Cognition for Communication (10 credits)	Y		
Applied Linguistics and Phonetics (20 credits)	Y	Applied Linguistics and Phonetics (20 credits) (continued from Semester 1)	Y
EBP for SLT (10 credits)	Y	Applied Medical Sciences for SLT (10 credits)	Y
Applied Psychology (10 credits)	Y	SLT Clinical Placement L5: non-credit bearing (20 days)	Y

Level 6			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Integrated SLT Studies 3 (20 credits)	Y	Integrated SLT Studies 3 (20 credits) (continued from Semester 1)	Y
Transition to Practice (10 credits)	Y		
Evidence for Practice – Dissertation (30 credits)	Y	Evidence for Practice – Dissertation (30 credits) (continued from Semester 1)	Y

Level 6			
SLT Clinical placement L6: non-credit bearing (16 days S1 /20 days S2)	Y	SLT Clinical placement L6: non-credit bearing (16 days S1 /20 days S2) (continued from Semester 1)	Y
Communication Disorders (30 credits)	Y	Communication Disorders (30 credits) (continued from Semester 1)	Y
Language Disorders (20 credits)	Y	Current Issues in SLT (10 credits)	Y

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules. They have been reviewed and confirmed as representative by the Course Director.

A standard 20 credit module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

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.

Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	260.5 hours	276.5 hours	201.5 hours
Independent Study	939.5 hours	923.5 hours	998.5 hours
Placement	109 hours	150 hours	270 hours

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.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers 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. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and Opportunities

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.