



LEEDS
BECKETT
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Course Specification

MSc Speech and Language Therapy

Course Code: MSPLT

2024/25

leedsbeckett.ac.uk

MSc Speech and Language Therapy (MSPLT)

Applicant Facing Course Specification for 2024/25 Postgraduate Entrants

Updated at FEB/2024

General Information

Award	MSc Speech and Language Therapy
Contained Awards	MSc Speech and Language Science Postgraduate Diploma Speech and Language Science Postgraduate Certificate Speech and Language Science Note: Contained awards do not have eligibility for registration with the HCPC.
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course Lengths and Standard Timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none">• 2 years (full time, campus based), maximum registration period of 4 years
Location(s) of Delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus. 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: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ 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/>)

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 2:1 Honours degree in the cognate subjects of Psychology, English Language, Linguistics, Childhood Studies and Human Communication Sciences or a 2:1 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 50% in all specified components** of assessment;
- achieved an average of 50% or more in modules equivalent to **180** credit points at Level 7 or above;
- achieved an average of **50%** or more in each module studied;
- achieved an overall average of 50% 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 **50%**

4.3.11 Pre-requisite modules

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

Academic Regulations Section 18: Definitions of University Awards

Exemption to normal period of maximum registration due to PRSB requirements: 4 years full time

Key Contacts

Your Course Director

Ben Bolton-Grant, b.bolton-grant@leedsbeckett.ac.uk

Your Academic Advisor

You will be informed of your academic advisor during induction week

Your Course Administrator

You will be informed of your course administrator during induction week, the email address for the admin team is 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 both years of study.

Length

Students need to complete a minimum of 150 clinical sessions (session = ½ day) across the course. Of these a minimum of 100 sessions must be clinically supervised placements, with a minimum of 30 sessions in a child (incorporating a minimum of 10 hours of paediatric dysphagia) and 30 sessions in an adult setting. The remaining sessions comprise of clinically-related sessions within university modules.

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

Indicative Placement Information:

Year / Semester	Type and Duration of placements
Y1 Semester 1	Ongoing – 4 days
Y1 Semester 2	Ongoing – 1 day per week over 8 weeks
Y1 Semester 3	Block – 16 days over 4 weeks
Y2 Semester 1	Block – 16 days over 4 weeks
Y2 Semester 3	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 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/>

This is the only Leeds Beckett University post-graduate award which confers eligibility for HCPC Speech and Language Therapy registration.

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, 2023) 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, 12, 13)

- 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 7, 8)
- 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)
- 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 11, 12, 13)
- 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 10, 11)
- 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, 6, 9)

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. 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 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.

All lectures and seminars will be delivered in person, with the exception of two modules where a minority of lectures are delivered asynchronously online. Additional learning resources will also be provided online via our Virtual Learning Environment.

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

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.

Level 7, Full Time Year 1			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Dysphagia (10 credits)	Y	Disorders of Speech (20 credits)	Y
Foundations of SLT (30 credits)	Y	Foundations of SLT (30 credits) (continued from semester 1)	Y

Level 7, Full Time Year 1			
Clinical and Professional Studies 1 (30 credits)	Y	Clinical and Professional Studies 1 (30 credits) (continued from semester 1)	Y
Clinical Placement A: non-credit bearing	Y	Clinical Placement A: non-credit bearing (continued from semester 1)	Y

Level 7, Full Time Year 2			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Disorders of language (20 credits)	Y		
Disorders of Communication (20 credits)	Y	Disorders of Communication (20 credits) (continued from semester 1)	Y
Evidencing Practice (30 credits)	Y	Evidencing Practice (30 credits) (continued from semester 1)	Y
Clinical and Professional Studies 2 (20 credits)	Y	Clinical and Professional Studies 2 (20 credits) (continued from semester 1)	Y
Clinical Placement B: non-credit bearing	Y	Clinical Placement B: non-credit bearing (continued from semester 1)	Y

Assessment Balance and Scheduled Learning and Teaching Activities

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

Workload

Overall Workload for the Course	Year 1	Year 2
Teaching, Learning and Assessment	296 hours	264.5 hours
Independent Study	619 hours	639.5 hours
Placement	210 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.