LEEDS BECKETT UNIVERSITY

Course information for applicants

This information applies to the course as it will be delivered to students starting the course in 2027/28.
Information provided here was confirmed on 15/10/2026

General information

Programme code

BSLTH

Target award

If you complete this course successfully you will be eligible for the award of:
BSc (Hons) Speech and Language Therapy

Delivery mode

✓ On campus
☐ Distance learning

Where you will study

The majority of teaching will be at City campus but on occasion may be at Headingley campus.

Professional accreditation or recognition

Professional body

Health and Care Professions Council (HCPC)

Summary of the accreditation or recognition

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.

Summary of the accreditation or recognition

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.

Awarding body
Leeds Beckett University

Regulator
Office for Students

Level of qualification
Level 6 of the Framework for Higher Education Qualifications

Course duration
If you are made an offer of a place on the course, your offer letter will include the start date.

This course can be studied:
Three years (full-time, campus based) (maximum registration period of five years).

Work placement
This course includes a compulsory placement module(s).

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

Students need to complete a minimum of 562.5 hours (75 days) of practice placement opportunities across the duration of the course. Of these a minimum of 375 hours must be clinically based practice placements supported and assessed by Speech and Language Therapists, with a minimum of 112.5 hours in a child setting (incorporating a minimum of 10 hours of paediatric dysphagia) and a minimum of 112.5 hours in an adult setting (incorporating a minimum of 30 hours of adult dysphagia).

The remaining 187.5 hours of clinically or non-clinically based practice placements may be met through formal observation days supervised by other professionals or 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 /Teaching Block Semester	Type and Duration of placements
L4 Semester 1	Ongoing – 4 days (30 hours)
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 (totalling 139 hours)
L5 Semester 2	Block – 20 days over 5 weeks (150 hours)

L6 Semester 1	Block – 16 days over 4 weeks (120 hours)
L6 Semester 2	Block – 20 days over 5 weeks (150 hours)

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

Once you have completed the pre-enrolment requirements outlined in the Admissions section, your ability to attend the placement components of the course are dependent on the completion of professional practice learning requirements prior to your first placement. Please see https://www.leedsbeckett.ac.uk/health-practice-learning-hub/professional-practice-learning-requirements/ for details.

The professional practice learning requirements include an initial health validation occupational health appointment. This is sometimes offered prior to the course starting. You will need to receive any additional immunisations required to comply with NHS standards for healthcare professionals.

Entry requirements

Admissions criteria are available on the online prospectus entry for this course.

If you have previous relevant qualifications or experience, you could be exempt from certain parts of your course. Recognition of prior learning (RPL) allows you to start your course at a point appropriate to the learning and skills that you may have developed in a professional, vocational or community setting.

Find out more here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning
If you have questions about entry requirements and admissions, contact AdmissionsEnquiries@leedsbeckett.ac.uk

Course fees

Course fees and a breakdown of any additional costs is included on the online prospectus entry for this course.

If you have questions about fees for this course, contact Fees@leedsbeckett.ac.uk

Timetable

You will receive your full timetable for the year during induction week.

What you will study

Course 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 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.

Teaching and learning activities

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. Practicals permit the tutor to employ coaching techniques and, for example, allow him/her to give immediate individualised feedback to students.
- Tutorials on the course are group-based or one-to-one. They provide the forum for analysis, synthesis and evaluation of learning. Students are given the opportunity to raise specific issues and they are encouraged to develop their own ideas in a safe and comfortable environment.
- 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. 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.

Course structure

This information is correct for students progressing through the course within standard timescales. If you have to repeat study or take time out during your course, you may be taught alternative modules which meet the overall course learning outcomes.

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

Level 4

Compulsory modules

Module title	Credits	Semester/ teaching period
Phonetics and Phonology	20	1
Medical Sciences for SLT	20	1
Lifespan Development	10	1
Speech, Language and Communication Differences	10	1
Linguistics	20	2a
Academic, Professional and Clinical Skills	20	1&2a
Integrated SLT Studies 1	20	2b
SLT Clinical Placement L4	0	1,2a & 2b
Number of credits of compulsory modules	120	

Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
Eating, Drinking and Swallowing L5	20	1
Cognition for Communication	10	1
Evidence-Based Practice for Speech and Language Therapy	10	1
Supporting Speech L5	20	2
Applied Medical Sciences for SLT	20	2
Integrated Speech and Language Therapy Studies 2	20	Year-long
Applied Linguistics and Phonetics	20	Year-long
SLT Clinical Placement L5: non-credit bearing	0	Year-long
Number of credits of compulsory modules	120	

Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
Transition to Practice	10	1
Supporting Language L6	20	1
Current Issues in Speech and Language Therapy	10	2
Supporting Communication L6	30	Year-long
Integrated Speech and Language Therapy Studies 3	20	Year-long

Evidence for Practice – Dissertation	30	Year-long
SLT Clinical Placement L6: non-credit bearing	0	Year-long
Number of credits of compulsory modules	120	

Assessment and feedback

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

Level 5
Level 5 is assessed through exams and coursework predominantly, with some practical assessment.

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

Workload
You can expect to spend a total of 100 hours learning per 10 credits.

Typically, a student on this course can expect to divide their time like this:

Overall workload	Level 4	Level 5	Level 6
Teaching, learning and assessment	275 hours	256 hours	206.5 hours
Independent study	946 hours	946.5 hours	998.5 hours
Placement study	116.5 hours	172.5 hours	277.5 hours