PROGRAMME SPECIFICATION – UNDERGRADUATE PROGRAMMES

KEY FACTS

<table>
<thead>
<tr>
<th>Programme name</th>
<th>Speech and Language Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award</td>
<td>BSc (Hons)</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Language and Communication Science</td>
</tr>
<tr>
<td>UCAS Code</td>
<td>B620</td>
</tr>
<tr>
<td>Programme code</td>
<td>USSLTY</td>
</tr>
<tr>
<td>Type of study</td>
<td>Full Time</td>
</tr>
<tr>
<td>Total UK credits</td>
<td>480</td>
</tr>
<tr>
<td>Total ECTS</td>
<td>240</td>
</tr>
</tbody>
</table>

PROGRAMME SUMMARY

This programme will provide you with an education and clinical/professional training in speech and language therapy which is underpinned by scholarship, research and clinical practice. The programme integrates the development of theoretical knowledge with clinical skills across a wide range of client service groups.

Aims

You will develop academic skills over four years thereby promoting your continuing professional development and lifelong learning skills. On completion of the programme you will be capable of applying theoretical knowledge to the diagnostic, therapeutic, educative and technical roles of the Speech and Language Therapist within the healthcare, educational and social welfare sectors. The programme will develop your professional knowledge and clinical skills across a wide range of client groups and presenting communication difficulties. By the end of the programme you will be eligible to apply for Health Professions Council (HPC) registration.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you will be expected to be able to:

Knowledge and understanding:

- demonstrate a comprehensive knowledge & understanding of communication disabilities and swallowing disorders, and the ability to critically evaluate relevant information, including: developmental speech, language & communication disabilities; acquired speech, language & communication disabilities; voice disorders & laryngectomy; disorders of fluency; disorders of swallowing; developmental & acquired cognitive disorders.
- demonstrate a comprehensive knowledge & understanding of linguistics and its application to normal and impaired communication, including: normal processing at sub-lexical, lexical, grammatical, discourse/text and conversational levels; relevant
aspects of linguistics, acoustic & articulatory phonetics and phonology; socio-linguistics; psycholinguistics, normal development and processes in the perception, comprehension and production of spoken, written and gestured messages in both monolingual and multi-lingual communication.

- demonstrate a comprehensive knowledge & understanding of human biological sciences, including: the anatomy & physiology of the body systems relevant to the development & maintenance of communication and swallowing; disruptions to these systems.

- demonstrate a comprehensive knowledge & understanding of psychology and social context, including: the impact of communicative need on the psychological and social well-being of the person and his/her relationships; relevant aspects of psychology (developmental, health, social, cognitive, neuropsychology, clinical learning theory) and the application of such knowledge to normal and impaired communication; educational philosophy & practice, health, workplace and multi-cultural society.

- demonstrate a comprehensive knowledge, understanding and application of research, including: research methods & statistics; evidence-based practice informing the knowledge base of speech & language therapy.

Skills:
- design and deliver client-centred intervention of an acceptable quality.
- study independently using a variety of media including the internet.
- communicate using multiple media, including verbal, written, presentation, word processing and internet based communication.
- manage workload, prioritising as appropriate, within a time frame.
- draw on knowledge and skills in order to make professionally-reasoned judgements and apply within the scope of the individual's practice.
- critically evaluate evidence to support clinical practice.
- pursue independent learning for the advancement of knowledge and skills.
- communicate effectively with clients, significant others and other relevant parties.
- synthesise information from a range of sources and utilise for a given purpose.
- ask clinical questions, formulate hypotheses and develop research.
- work collaboratively with others and within a team.
- address wider service issues including aspects of administration, case management and quality assurance.
- reflect on own professional practice and to use supervision and other learning opportunities to advance professional development.
• take responsibility and execute duties in a professional manner.

• use feedback to change learning and practice.

Values and attitudes:
• demonstrate awareness of and sensitivity to human diversity, including differences of culture, ethnicity, language, disability, socio-economic status, etc.

• maintain the principles and practices of client confidentiality.

• maintain the principles of the professional and statutory regulatory bodies.

• demonstrate adherence to the professional code of conduct within the legal and ethical framework.

• recognise the obligation to maintain fitness for practice and the need for continuing personal and professional development.

This programme has been developed in accordance with the QAA Subject Benchmark for Speech and Language.

HOW WILL I LEARN?

You will learn through a variety of teaching and learning methods including self-directed learning, lectures, tutorials and clinical placements.

The teaching, learning and assessment (TLA) strategy of the undergraduate programme in speech & language therapy is defined according to the following criteria:

1. The curriculum is delivered through a variety of fora that pay heed to the students’ needs to be active learners and reflective practitioners.

2. Diverse teaching methods are employed that are responsive to the undergraduate rate of learning in the study programme.

3. Teaching, learning and assessment methods are responsive to developments in information technology (IT) and employ web-based learning and web-CT in some modules.

4. Teaching and learning methods seek to go beyond the framework of the taught curriculum for the establishment of lifelong learning.

5. Student progress is continuously assessed in a variety of ways that reflect the academic, clinical and professional characteristics of the study programme.

6. The assessment schedule aims to support the development of key transferable, interpersonal, cognitive and professional skills through a variety of assignment types.

7. Fairness and appropriateness of assignment demands and the marking procedure is monitored by the staff team and relevant external examiner.

8. The active engagement of students in the learning process is supported by the provision of formative and summative feedback.

9. All students have equal access to learning opportunities of the study programmes and to reveal their knowledge and understanding regardless of any language or special
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

You will be assessed via a range of methods including exams, tests and coursework at University. You will also be assessed on your clinical placements.

Assessment and Assessment Criteria

Each assessment will have assessment criteria and grade related criteria.

Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured.

Grade-Related Criteria are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks.

Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task.

Feedback on assessment

Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project), feedback will normally be provided within four weeks. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at: https://www.city.ac.uk/__data/assets/pdf_file/0008/68921/assessment_and_feedback_policy.pdf

Assessment Regulations

In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits. You also need to pass each Part of your Programme (see weighing for each Part further below) in order to progress to the following Part.

The Pass mark for each module is 40%.

If you fail an assessment component or a module, the following will apply:
1. Compensation: where you fail up to a total of 20 credits of a Part at first or resit attempt, you may be allowed compensation if:
   - Compensation is permitted for the module involved (see the module specification), and
   - It can be demonstrated that you have satisfied all the Learning Outcomes of the modules in the Part, and
   - A minimum overall mark of no more than 10 percentage points below the module pass mark has been achieved in the module to be compensated, and
   - An aggregate mark of 40% has been achieved for the Part.

If you receive a compensated pass in a module you shall be awarded the credit for that module. The original component marks shall be retained in the record of marks and the greater of the original module mark and the minimum pass mark for the module shall be used for the purpose of calculation towards the Award.

2. Resit: you will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you shall be awarded the credit for that module. The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.

If you do not satisfy your resit by the date specified you will not progress to the next Part and the Assessment Board shall require that you withdraw from the Programme.

If you fail to meet the requirements for a particular Part, but satisfy the requirements for the previous Part, then a lower qualification may be awarded as per the table below. If you fail to meet the requirements for a particular Part and are not eligible for the award of a lower level qualification, the Assessment Board shall require that you withdraw from the Programme.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at: http://www.city.ac.uk/__data/assets/word_doc/0003/69249/s19.doc

WHAT AWARD CAN I GET?

Bachelor's Degree with Honours:

<table>
<thead>
<tr>
<th>Part</th>
<th>HE Level</th>
<th>Credits</th>
<th>Weighting (%)</th>
<th>Class</th>
<th>% required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>120</td>
<td>10</td>
<td>I</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>120</td>
<td>20</td>
<td>II upper division</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>120</td>
<td>35</td>
<td>II lower division</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>120</td>
<td>35</td>
<td>III</td>
<td>40</td>
</tr>
</tbody>
</table>
Part 1

To progress from Part 1 to Part 2 of the honours degree in Speech and Language Therapy, you must have acquired 120 credits and satisfied Part 1 requirements. Students who choose to exit at this level, may be awarded a CertHE in Language & Communication Sciences (non-clinical).

Part 1 comprises 6 core modules totalling 120 credits. Credit values are 15 or 30 depending on the study hours allocated to the module. There is an emphasis on the core academic disciplines that underpin the professional programme of study.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>SITS Code</th>
<th>Module Credits</th>
<th>Core/Elective</th>
<th>Can be compensated?</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing &amp; speech sciences (1)</td>
<td>SL1001</td>
<td>30</td>
<td>C</td>
<td>N</td>
<td>4</td>
</tr>
<tr>
<td>Bio-medical sciences (1)</td>
<td>SL1002</td>
<td>15</td>
<td>C</td>
<td>N</td>
<td>4</td>
</tr>
<tr>
<td>Life span studies</td>
<td>SL1003</td>
<td>15</td>
<td>C</td>
<td>N</td>
<td>4</td>
</tr>
<tr>
<td>Social context</td>
<td>SL1004</td>
<td>15</td>
<td>C</td>
<td>N</td>
<td>4</td>
</tr>
<tr>
<td>Language sciences (1)</td>
<td>SL1005</td>
<td>30</td>
<td>C</td>
<td>N</td>
<td>4</td>
</tr>
<tr>
<td>Professional studies (1)</td>
<td>SL1006</td>
<td>15</td>
<td>C</td>
<td>N</td>
<td>4</td>
</tr>
</tbody>
</table>

Part 2

To progress from Part 2 to Part 3 of the honours degree in Speech and Language Therapy, you must have acquired 120 credits and satisfied Part 2 requirements. Students who choose to exit at Part 2 may be awarded a DipHE in Language & Communication Sciences (non-clinical).

Part 2 comprises 6 core modules totalling 120 credits. Credit values are 15 or 30 depending on the professional orientation of the module. There is an increasing emphasis on the clinical disciplines that underpin the professional programme of study.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>SITS Code</th>
<th>Module Credits</th>
<th>Core/Elective</th>
<th>Can be compensated?</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing &amp; speech sciences (2)</td>
<td>SL2001</td>
<td>15</td>
<td>C</td>
<td>N</td>
<td>5</td>
</tr>
<tr>
<td>Bio-medical sciences (2)</td>
<td>SL2002</td>
<td>15</td>
<td>C</td>
<td>N</td>
<td>5</td>
</tr>
<tr>
<td>Developmental psychology</td>
<td>SL2003</td>
<td>15</td>
<td>C</td>
<td>N</td>
<td>5</td>
</tr>
<tr>
<td>Language sciences (2)</td>
<td>SL2004</td>
<td>15</td>
<td>C</td>
<td>N</td>
<td>5</td>
</tr>
<tr>
<td>Speech, communication &amp; swallowing disabilities</td>
<td>SL2005</td>
<td>30</td>
<td>C</td>
<td>N</td>
<td>5</td>
</tr>
<tr>
<td>Professional studies (2)</td>
<td>SL2006</td>
<td>30</td>
<td>C</td>
<td>N</td>
<td>5</td>
</tr>
</tbody>
</table>

Part 3

To progress from Part 3 to Part 4 of the honours degree in Speech and Language
Therapy, you must have acquired 120 credits and satisfied Part 3 requirements. Students who choose to exit at Part 3 may be awarded a BSc (Ordinary) Language & Communication Sciences (non-clinical).

Part 3 comprises 4 core modules totalling 120 credits. Credit values are set at 30 to reflect the demands for private study associated with each module. The clinical disciplines that underpin the professional programme are maintained with a new emphasis on research methods.

Students must complete all 4 core modules to progress to Part 4 of the BSc (Hons) Speech and Language Therapy programme. Students who fail SL3004 Professional Studies (3), may either exit with a BSc (Ordinary) Language and Communication Sciences (Non-Clinical) degree, or continue to Part 4 to try for a BSc (Hons) Language and Communication Sciences (Non-Clinical) degree.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>SITS Code</th>
<th>Module Credits</th>
<th>Core/Elective</th>
<th>Can be compensated?</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; evidence-based practice (1)</td>
<td>SL3001</td>
<td>30</td>
<td>C</td>
<td>N</td>
<td>6</td>
</tr>
<tr>
<td>Language sciences (3)</td>
<td>SL3002</td>
<td>30</td>
<td>C</td>
<td>N</td>
<td>6</td>
</tr>
<tr>
<td>Language, cognition &amp; communication disabilities</td>
<td>SL3003</td>
<td>30</td>
<td>C</td>
<td>N</td>
<td>6</td>
</tr>
<tr>
<td>Professional studies (3)</td>
<td>SL3004</td>
<td>30</td>
<td>C</td>
<td>N</td>
<td>6</td>
</tr>
<tr>
<td>Research &amp; evidence-based practice (2)</td>
<td>SL3007</td>
<td>60</td>
<td>C</td>
<td>N</td>
<td>6</td>
</tr>
<tr>
<td>Professional studies (4)</td>
<td>SL3008</td>
<td>60</td>
<td>C</td>
<td>N</td>
<td>6</td>
</tr>
</tbody>
</table>

TO WHAT KIND OF CAREER MIGHT I GO ON?

Speech and Language Therapists work with:
- Children with speech and language difficulties
- People who have had a stroke or other brain diseases
- People who stammer
- People with learning difficulties
- People with voice problems
- People with head and neck cancer
- Deaf people

Speech and Language Therapists work in a range of places: health centres, hospitals, schools, day centres, universities, charities, and independent practice. In addition, they often progress to a career in a specific clinical specialisation, in management, in research or education.

If you would like more information on the Careers support available at City, please go to: [http://www.city.ac.uk/careers/for-students-and-recent-graduates](http://www.city.ac.uk/careers/for-students-and-recent-graduates).
WHAT STUDY ABROAD OPTIONS ARE AVAILABLE?
The department offers limited study abroad/exchange opportunities (in recent years, with Australia). If you would like more information on these, please contact your Year Leader.

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?
As part of the programme, you will complete clinical placements, which are assigned to you and which take place in various contexts such as hospitals, health centres, schools, specialist centres, and our on-site clinic ‘Compass Centre’.

Clinical placements sit within the professional studies modules within each year. In the first year of the programme you will undertake placements in community settings. In subsequent years you will undertake weekly and block clinical placements under the supervision of speech and language therapists. During your placement you will be supported by a clinical tutor, a clinical supervisor, the relevant Professional Studies module leader and/or the Director of Professional Education.

For more information about clinical placements please see the clinical handbook.

WILL I GET ANY PROFESSIONAL RECOGNITION?

Accrediting Body: The Health Professions Council (HPC), Royal College of Speech and Language Therapists

Nature of Accreditation
The programme is on the HPC Register of Approved Courses

This course is recognised by the Royal College of Speech and Language Therapists for the purposes of newly qualified practitioner membership.

Non-clinical exit routes also exist (as described above)

HOW DO I ENTER THE PROGRAMME?
Applications are considered from students with a wide range of backgrounds. In general, applicants will require 380 UCAS tariff points typically gained from A*AA or AAB plus an AS level at grade C. Students who have also gained a pass in an appropriate Access Course will also be considered. Five GCSE passes must include English Language and Mathematics at grade C.

Students whose first language is not English are required to obtain an IELTS score of 7.5 to be accepted on the course.
Overseas qualifications will be considered on a case by case basis. Criminal Records Bureau clearance is also required.

AP(E)L is not available other than for APL students from similar programmes elsewhere. In such cases the programme of study is adapted in order to accommodate differences between the two programmes.

Version: 1.0
Version date: October 2012
For use from: 2012-13