

## Programme Specification

### Award and title: MSc Speech and Language Therapy (Pre-registration)

<i>School:</i>	Science, Technology and Health
<i>Subject area:</i>	Speech and Language Therapy
<i>Entry from academic year:</i>	2025-26
<i>in the month(s) of</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	The Health and Care Professions Council The Royal College of Speech and Language Therapists
<i>Exit awards:</i>	Postgraduate Certificate in Applied Clinical Communication Sciences Postgraduate Diploma in Applied Clinical Communication Sciences MSc in Applied Clinical Communication Sciences
<i>UCAS code / GTTR / other:</i>	Not applicable
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	FHEQ Level 7 Descriptor Benchmark
<i>Mode/s of study:</i>	Non-standard period of study as follows: <ul style="list-style-type: none"><li>• full time for 2 calendar years</li></ul>
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Opt-in YSJU Placement Year opportunity:</i>	No

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### Introduction and special features

The MSc Speech and Language Therapy has been designed to enable successful students to apply for registration with the UK Health and Care Professions Council (HCPC), and the UK Royal College of

Speech and Language Therapists (RCSLT), to practice under the protected title of 'Speech and Language Therapist'.

The programme intends to facilitate your development into an autonomous Speech and Language Therapy practitioner, underpinned by scientific knowledge, with the ability to contribute to the challenges in public health, and who has a significant role in the management of speech, language, communication and swallowing difficulties as well as health promotion practices in a wide range of health, education and other settings, within a diverse population.

From the very start, the programme will begin developing skills from your undergraduate degree. Because you will commence the programme with sophisticated, independent critical thinking and reflection, and problem-solving skills, you will be able to apply existing and developing knowledge to advanced academic and clinical contexts. Evidence-based practice and criticality are embedded in the programme throughout and, as you will be entering the Speech and Language Therapy profession at an advanced level, you will be able to contribute to the organisation, the community, and the profession. In accordance with the professional requirements set out by the Health and Care Professions Council - HCPC (2014) and the Royal College of Speech and Language Therapists – RCSLT (2021a & b), the curriculum will encourage you to be able to adapt to the changing needs of service users and local communities within a modern health service that is constantly evolving new models of service delivery and innovative practice. Furthermore, through your knowledge of research methods, and being equipped with leadership skills, you will be able to contribute to innovation and change in health care, and the developing body of knowledge within the profession at both national and international levels.

The programme will offer you a range of inspirational learning opportunities to support you in reaching your fullest potential as a Speech and Language Therapist of the future. The curriculum is constructed around guidance from the RCSLT (2021), the HCPC *Standards of proficiency for speech and language therapy* (2014), and is also informed by the HCPC *Standards of conduct, performance and ethics* (2016). Together these ensure clinical currency within the programme.

You will be guided and supported by a staff team with extensive clinical expertise in a wide variety of settings, with a range of service users. The team will include staff who are clinically active and so bring contemporary insight into programme delivery to ensure you graduate fit for purpose in today's ever-changing healthcare environment. Research active staff also enable a research-informed curriculum, and the team will be complemented by visiting lecturers and service users throughout the programme, to embed wider expertise and service user engagement within teaching and learning across both levels of the programme.

The programme is underpinned by a strong theoretical approach and features both university-based and practice-based modules. It incorporates the provision of at least 565 hours of clinical placement in a variety of health, educational and other settings, under the supervision of clinical educators. Unique collaborative

working between the University and local clinical partners in the NHS, independent Speech and Language Therapy providers, and other organisations, enables an innovative teaching and learning experience for students.

To further support this learning, York St John offers you state-of-the-art clinical facilities on campus, including two 8-bed wards, clinical training spaces and consultation suites. These enhanced and easily accessible facilities support the application of your knowledge and the development of your clinical skills through a range of clinically-linked activities and simulations.

The programme at York St John is one of relatively few to offer students experience in bespoke, 'in-house' Speech and Language Therapy clinics, where you can work on the University site with local service users, supervised by clinically-trained course staff. These in-house clinics reflect the York St John Mission and Values commitment to community and inclusion – within the University itself and with the wider local community. In-house clinics offer a mix of assessed placement and optional additional clinical experience, another distinctive feature of the programme. They often complement or support services available from other providers, including the NHS, offering you an example of partnership, a core theme in developing the Speech and Language Therapy workforce (RCSLT, 2021 *Curriculum Guidance*). As well as delivering therapy to service users, you will be able to take increasingly active roles - gauged according to your stage of training - in organising and running in-house clinics, as steps towards professional autonomy. In-house clinics also offer potential for you to work with service users on research projects, with research supervision in-house too. Provision of some on-site placements in the programme also helps reduce travel to external sites, which can be especially helpful for students with additional commitments, such as family responsibilities, and again supports inclusivity in line with York St John Mission and Values. In summary, unique collaborative working between the University and local partners around these clinical opportunities provides enhanced ways for the programme to offer closely-tailored tutoring and support on your individual journey to develop the range of knowledge and skills you need.

Located within the School of Science Technology and Health, the programme sits alongside a suite of Allied Health Masters programmes including Occupational Health, Physiotherapy, and Paramedic Science. In keeping with the close-knit community at York St John, this facilitates a strong context for inter-professional and inter-agency learning throughout the programme. You are encouraged to consider the role of different professions and how they work alongside Speech and Language Therapists. This takes the form of case scenarios, case discussion and visiting speakers from a variety of clinical environments. You will have opportunities to problem-solve with other York St John Allied Health students on simulated cases, and potentially to work inter-professionally within in-house clinics, fostering current best practice within health and social care settings. Other opportunities for inter-professional learning are offered throughout the 565 professional practice placement hours. You will be required to work alongside other professions and are actively encouraged to shadow other health professionals to explore how services and professions work together to meet the needs of service users.

The programme places emphasis on helping you to expect, and to meet, diversity in the populations you are training to support. For example, the importance of factors such as multilingualism, social and ethnic diversity, and gender identity are clearly referenced throughout the programme, as part of the curriculum and through learning on placement. Correspondingly, the programme seeks to grow and celebrate diversity within the speech and language workforce itself. We strongly encourage and welcome applications from a diverse range of applicants. The theme of diversity is core to the York St John Mission and Values.

Another distinctive feature of the programme is the opportunity to benefit from guest lectures delivered by specialists in disciplines related to Speech and Language Therapy. With expertise in areas such as Deaf Studies, Linguistics, Counselling, Social Justice, and Education, the York St John community is strongly placed to enhance your understanding of the broader interdisciplinary and multidisciplinary context of Speech and Language Therapy, and to spark personal and professional interests that are supportive of your essential Continuing Professional Development (CPD) journey, and your future career.

### **Admissions criteria**

You must meet the minimum entry requirements which are published on the programme specific webpage.

In addition:

- A first or upper second-class Bachelors honours degree is required, preferably in a relatable subject, such as Linguistics, Psychology, Education, Sociology, or Biomedical Science, plus experience of undergraduate level research skills and a project/dissertation.
- Applicants presenting with a lower second-class degree in a relatable subject may be considered if you are able to evidence significant academic or professional experience which is judged to be acceptable by York St John University.
- Insight into the Speech and Language Therapy profession and work shadowing experience with Speech and Language Therapists are required. Work shadowing experience could be from any setting where a Speech and Language Therapist works. Alternatively, it could be from other healthcare environments, such as care homes, to enable an insight into healthcare practice, or from educational settings such as schools or nurseries. Insight into the depth and breadth of Speech and Language Therapy is necessary and, as such, there is no stipulated amount of work experience that is required. Work experience could be undertaken in conjunction with online research or study where work shadowing experience is difficult to obtain. Such experience should normally have been undertaken within the last 3 years.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>). For this programme, the English language qualification is guided by the HCPC Standards of Proficiency for Speech and Language Therapy (2014), required for the profession, which is IELTS grade 8 with no

component lower than 7.5. Other English language qualifications at an equivalent level, and which can be accepted by the University, may be considered - see above link.

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Recognition of prior learning \(RPL\)](#). We also consider applications for entry with advanced standing.

Offers are conditional not only on academic results but also on:

- Performance to a satisfactory standard in Speech and Language Therapy selection tasks, demonstrating that your individual values and behaviours align with NHS Constitution
- A satisfactory interview
- Satisfactory reference(s).

### **Additional Notes for Admission to the Programme:**

#### *Disclosure of criminal background:*

The Rehabilitation of Offenders Act 1974 does not apply and all cautions and convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. If you are offered a place, you must undergo an Enhanced Disclosure and Barring Service (DBS) check and will be required to complete a disclosure application form. All information will be treated in confidence and only considered when necessary.

#### *Health assessment, declaration, and vaccinations:*

You must be in good health and up to date with your routine immunisations (e.g., Covid 19, tetanus, diphtheria, polio and MMR). If you are offered a place, you will be required to complete a questionnaire and must be prepared to undergo a medical examination. You will also be required to confirm your status in respect of several infectious diseases and immunisations and be prepared to have all required vaccinations. If your vaccinations are not up to date this will affect your ability to continue your course. If you have any concerns with regards to vaccinations, please raise this at the point of application.

#### *Manual Handling:*

As a requirement for practice education, you will be trained and assessed in manual handling techniques before being allowed into practice at the beginning of the programme. If you are unable to successfully complete this short course, you will be considered unfit for practice and unable to continue the programme.

#### *Travel to Practice Education Placements:*

You will be required to transport yourself, either by public transport or by private vehicle, to and from practice education placements, which may be some distance from campus. The cost of travel to placements is supported as part of the NHS Learning Support Funding package (information is available on the NHS Business Services Authority website: [www.nhsbsa.nhs.uk/LSF](http://www.nhsbsa.nhs.uk/LSF)).

## Programme aims

The programme aims to:

1. Empower the development of autonomous, accountable and resilient practitioners, capable of meeting standards required by the Health and Care Professionals Council, and the Royal College of Speech and Language Therapists (see note, below), and also service user expectations of a modern Speech and Language Therapy workforce.
2. Develop Speech and Language Therapy practitioners with advanced communication skills which they can deploy effectively to support service users, and promote inclusion and access to Speech and Language Therapy services.
3. Support practitioners to understand the importance of team working and inter-professional practice, and to work in partnership with other professionals, service users, carers and families.
4. Empower graduates to become leaders within their clinical settings, with an understanding of the need for reflective practice, lifelong learning, flexibility and innovation, in a constantly evolving modern health service.
5. Provide training that allows practitioners to understand the key concepts and knowledge base relevant to the Speech and Language Therapy profession.
6. Provide training that allows practitioners to apply the appropriate knowledge and skills to inform practice.
7. Develop practitioners with advanced research skills, and an ability to use the evidence base to support practice.

Note:

Students who have successfully completed the MSc in Speech and Language Therapy can apply for registration with the HCPC, the regulatory body for the profession. Registration with the Health and Care Professions Council (HCPC) is required to practise in the UK as a speech and language therapist (SLT).

Registration with the professional body, Royal College of Speech and Language Therapists (RCSLT) is not mandatory to practise as a SLT, but it is recommended. Student membership of RCSLT is available; on qualification, individuals can change to newly-qualified membership and progress through further membership tiers, depending on experience and activities.

## **Programme learning outcomes**

Upon successful completion of the programme students will be able to:

### **Level 7**

- 7.1 Critically understand and use a broad range of clinical skills and interventions in accordance with professional and ethical frameworks (HCPC, 2014, 2016; RCSLT, 2021) in order to practise safely, ethically and competently as a speech and language therapist in complex and evolving professional environments.
- 7.2 Develop and use information literacy skills to find, critically evaluate and integrate into practice the appropriate knowledge related to theoretical constructs in speech and language therapy.
- 7.3 Design and undertake original research, demonstrating an understanding of evidence-based practice and transformative ideas through the application of speech and language therapy-specific and applicable knowledge.
- 7.4 Interpret and use feedback from internal and external sources in order to autonomously adapt performance.
- 7.5 Develop effective advanced communication skills, appropriate for the requirements of the speech and language therapy profession and the needs of service users, and demonstrating the ability to express informed ideas and opinions confidently, appropriately and clearly to a variety of audiences, for a variety of purposes.
- 7.6 Identify and solve complex problems, both independently and as part of a team, demonstrating leadership and an understanding of inter-professional working in practical and professional development settings.
- 7.7 Understand and apply a deep knowledge of speech, language, communication and swallowing difficulties and their impact, as informed by contributing disciplines, including Linguistics, Biomedical Science, Psychology, and Sociology.
- 7.8 Describe, understand and appraise speech and language therapy provision in the context of the UK healthcare system, educational and other settings, and the needs of a diverse society.

## Programme structure

The programme will run on a full-time basis over 2 calendar years.

Code	Level	Year	Term	Title	Credits	Module status	
						Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
SLT7001M	7	1	1&2	The Professional SLT Context and Evidence-Based Practice 1	20	C	NC
SLT7002M	7	1	1	Structures and Systems for Speech, Language, Hearing and Swallowing	20	C	NC
SLT7003M	7	1	1&2	Linguistics and Communication in Context	20	C	NC
SLT7004M	7	1	1	Speech, Language, Communication and Cognition Across the Lifespan	20	C	NC
SLT7005M	7	1	2	Introduction to Speech, Language, Communication and Swallowing Difficulties: developmental and acquired	10	C	NC
SLT7006P	7	1	1&2	Clinical Practice 1	0	C	NC
SLT7007P	7	1	3	Clinical Practice 2	0	C	NC
SLT7008M	7	2	1	The Professional SLT Context and Evidence-Based Practice 2	20	C	NC
SLT7009M	7	2	2	The Professional SLT Context and Evidence-Based Practice 3: Professional Project	30	C	NC
SLT7010M	7	2	1&2	Speech, Language, Communication and Swallowing Difficulties, and their Evaluation and Management	30	C	NC
SLT7011P	7	2	1&2	Clinical Practice 3	0	C	NC
SLT7012P	7	2	3	Clinical Practice 4	0	C	NC
SLT7013M	7	2	2	Preparing for Qualified Practice	10	C	NC

Any modules that must be passed for progression or award are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level (with a mark of 50) in order to progress.

## Learning, teaching and assessment

The programme has been designed to develop relevant knowledge, skills, professional behaviours and values required to achieve entry level professional competencies, as required by the Health and Care Professions Council. The design of the teaching, learning and assessment is informed by and mapped to (where appropriate): the HCPC *Standards of education and training* (2017); the HCPC *Standards of proficiency for speech and language therapists* (2014); and the Royal College of Speech and Language Therapists *Curriculum Guidance for the pre-registration education of speech and language therapists* (2021).

## **Educational philosophy**

The MSc Speech and Language Therapy programme is designed to educate practitioners to work within integrative and person-centred healthcare delivery models. As such, it draws on adaptive and reflexive pedagogical approaches that are personally and professionally transformative. The programme is delivered using a blended-learning approach, in which there is a mixture of face-to-face and virtual or on-line learning, self-directed study and experiential learning. The blended-learning approach offers flexibility of learning opportunities and is designed to be inclusive for students with different learning needs, caring roles and responsibilities.

Learning is scaffolded across the two years of the programme in a way which develops appropriate professional competencies required to become independent learners, evidenced-based practitioners, and skills to continue lifelong learning during your professional careers. Developing the ability to reflectively adapt to changing practice in the short, medium, and long term is an essential part of speech and language therapy practice and the programme is structured to prepare you for this key part of your future career.

## **Teaching Strategy**

The programme utilises a range of relevant, contemporary real-world learning opportunities and resources that will prepare you for the challenges of working in a changing environment of health and social care and innovative models of service delivery. Future-proofing an emerging workforce will require you to develop skills in: enquiry; problem setting and problem solving; research; critical thinking; analysis; evaluation; collaboration; reflection; self-assessment; peer assessment; giving and receiving feedback; presenting; leadership, coaching, among many other essential attributes.

Throughout the programme you will learn to use a range of digital tools that will enable you to become digitally fluent and prepared to embrace the challenges of the 'fourth industrial revolution' and how this could impact on practice for the benefit of service users.

Face-to-face learning and teaching may include:

- Lectures
- Seminars
- Individual and group tutorials
- Interactive workshops
- Visits and field trips (see note below)
- Guest speakers and visiting lecturers from service users, clinicians, service providers

Note: costs of visits and field trips are not covered by the University. However, students on speech and language therapy training courses are eligible to apply for the NHS Learning Support Fund (LSF), through

which Travel and Dual Accommodation Expenses can also be claimed. More details at:

<https://nhsbsa.nhs.uk/nhs-learning-support-fund>

Experiential learning may include:

- Practical and skills-based sessions
- Case-based learning activities and simulations
- Research
- Practice education placements

Online activities may include:

- Virtual Learning Environment (VLE) based tasks (Forums, discussion groups, screen-cast lectures (flipped classroom), e-portfolios, formative quizzes, module teaching resources)
- Other online platforms or applications, including simulations, administration of online speech and language therapy assessments and therapy activities in training and as part of 'telehealth' delivery to service users
- Social media use (e.g., Twitter, YouTube, Pinterest).

## **Assessment Strategy**

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (QAA, 2014, p.28) state that: "Masters degrees are awarded to students who have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- Conceptual understanding that enables you:
  - To evaluate critically current research and advanced scholarship in the discipline
  - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses."

As such, the assessment strategy has been designed to encourage criticality and creativity and inspire you to develop new concepts and thoughts on contemporary speech and language therapy practice. The assessments, where possible, allow flexibility in what you choose to consider and evaluate, generating originality and new ideas.

By using active, collaborative, reflective and dialogic approaches to teaching, learning and assessment, you will develop into an independent and lifelong learner. The programme deliberately utilises a wide range of assessment techniques designed specifically to reflect what graduates will do in employment, for example the ability to problem solve, clinically reason, utilise evidence to formulate treatment plans appropriate to an individual's specific needs, presentations, and written reports. Assessment strategies involve written assignments to challenge your theoretical knowledge within the context of clinical scenarios and evidence-based practice, but also oral presentations, involving analysis and critique of information, and production of dialogic assessments involving items such as poster production.

Practical assessments are designed to approximate realistic situations, mimicking what is expected in clinical practice by the demonstration of problem-solving ability and skills application (and also the 'softer' skills of professionalism). This, combined with the production of a research proposal and subsequent research article, which you will be encouraged to disseminate and publish, will mean that you have an opportunity to make a difference to both service users and the profession right from the point of graduation.

For many modules, you will engage in a range of formative assessment activities which will enhance self-monitoring of your progress and help you prepare for summative assessment submission.

Information and guidance regarding all assessment requirements will be available to you via the University virtual learning environment (currently Moodle) module sites. You will be offered assignment tutorials (group and/or individual) to support the preparation for assessments.

Throughout the programme you will be allocated an academic tutor to support your academic development and encourage reflection on your own performance, practice, and identify action plans for continued academic and professional development. The University also provides a range of central guidance and learning resources through the Information and Learning Services directorate. These resources include online tutorials, factsheets, study skills workshops and individual appointments with specialist staff (e.g., writing support, librarian).

Practice education will be integral to you achieving the programme learning outcomes and an essential component of professional development. This will provide opportunities for you to demonstrate the ability to use knowledge, skills and information and show progress in applying it through your participation. Practice education facilitates the transition from student to competent practitioner by providing scope for reasoning and reflection in the practice environment that complements and extends your academic studies.

## Progression and graduation requirements

The University's [general regulations for](#) postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

Students will be eligible for the award of the **MSc Speech and Language Therapy** when they have:

- a. Passed all modules for the programme of study that are specified in the programme specification.
- b. Passed all professional practice placements.
  - Students will only be able to fail and redeem one practice placement. Subsequent failure of another practice placement will result in termination of the student's enrolment on the MSc Speech and Language Therapy programme. The student would then be considered for the most appropriate postgraduate exit award in Applied Clinical Communication Studies.
  - Students will only be offered one resit opportunity for any failed University modules. Failure of a resit will result in termination of the student's enrolment on the MSc Speech and Language Therapy programme, and the award of a postgraduate exit qualification in Applied Clinical Communication Studies, at the most appropriate level for credits passed.

MSc Speech and Language Therapy	Successful completion of all modules, gaining a total of 180 module credits including a pass for all practice placements. <b>Only this award carries eligibility for registration with the HCPC as Speech and Language Therapist.</b>
MSc Applied Clinical Communication Studies	Students will be eligible for the award of the MSc in Applied Clinical Communication Studies in the event of gaining 180 credits, but failure to pass a placement component. This award does <b>not</b> confer eligibility to apply for registration with the HCPC for registration and consequently to practise as a Speech and Language Therapist.
Postgraduate Diploma in Applied Clinical Communication Studies	Additional interim exit awards are available: Postgraduate Diploma in Applied Communication Studies: 120 credits
Postgraduate Certificate in Applied Clinical Communication Studies	Postgraduate Certificate in Applied Clinical Communication Studies: 60 credits
Aegrotat awards	If a student is offered an aegrotat award in line with University regulations, this does not confer eligibility to apply for admission to the Health and Care Professions Council register.

## Late result modules

This programme contains the following modules, where the result of the first attempt is not known in time for the June School Assessment Panels (or equivalent level progression point for non-standard entry points). This may delay progression to the next level of study.

- *Clinical Practice 1 (Year 1, summer period)*
- *Clinical Practice 4 (Year 2, summer period)*

The programme is an intensive pre-qualification course at Masters level, for which the use of the summer period is required in order to complete key elements of clinical practice within a reasonable and course competitive period. Marks from these modules will be approved at School Assessment Panels in the late summer/early autumn period

## Internal and external reference points

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#) (not available for Speech and Language Therapy)
- QAA (2014). *UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies.* Available at: <https://www.qaa.ac.uk/quality-code/qualifications-frameworks>
- [Frameworks for Higher Education Qualifications](#)
- Professional and statutory bodies:
  - Health and Care Professions Council - HCPC (2014) *Standards of proficiency – Speech and language therapists.* [Standards of proficiency - Speech and language therapists | \(hcpc-uk.org\)](#)
  - Health and Care Professions Council - HCPC (2016) *Standards of conduct, performance and ethics.* [Standards of conduct, performance and ethics | \(hcpc-uk.org\)](#)
  - Health and Care Professions Council - HCPC (2017) *Standards of education and training.* [Education standards | \(hcpc-uk.org\)](#)
  - Health and Care Professions Council - HCPC (2017) *Continuing professional development and your registration.* [continuing-professional-development-and-your-registration.pdf \(hcpc-uk.org\)](#)
  - Royal College of Speech and Language Therapists – RCSLT (2021a) *Curriculum guidance for the pre-registration education of speech and language therapists.* [RCSLT Curriculum Guidance for the pre-registration education of speech and language therapists](#)
  - Royal College of Speech and Language Therapists – RCSLT (2021b) *Practice-based learning guidance.* [Speech and language therapy practice-based learning | RCSLT](#)

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Date written / revised:

June 2022

Programme originally approved: