

Module specification

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Module Code	SLT502
Module Title	Applied Life Sciences and Psychology
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100255
Cost Code	GALT
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Speech and Language Therapy	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

Module aims

- You will build on your learning from 'Essential Psychology' and 'Introduction to Life Sciences' at Level 4 and will begin to apply these respective but related disciplines to the remit of SLT.
- You will not only consider the anatomical and physiological basis for varying conditions, but you will reflect on the psychological impact and how this determines and impacts upon person led care. This will be brought to life with case-based discussions in a specialist, clinical area.
- Assessment and intervention approaches will be considered both from a SLT perspective and that of the wider multi-disciplinary team.
- Social and cultural factors to SLT practice will also be reflected upon.

- You will reflect on the therapeutic relationship and your professional duty to maintain high standards even when there is resistance or are incompatibilities.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Identify and explain the anatomy and physiology of the vocal tract, ear, nose and throat including typical and atypical lifespan changes.
2	Identify and explain the neuroanatomy, neurophysiology and the limbic system with relevance to control of speech, language, hearing, swallowing, motivational states, emotional behaviour, learning and memory.
3	Identify and explain key psychological theories as relevant to SLT practice.
4	Apply theory from anatomy, physiology and psychology to inform case management in professional practice.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Formative Feedback:

Alongside the theoretical underpinnings you will be encouraged in pairs and small groups, to apply professional and ethical reasoning to real life cases, to consider implications for practice.

Summative Assessment:

Students will complete a Portfolio covering all four learning outcomes. The Portfolio will include a range of digital and written items, with choice elements. This will comprise:

Digital Submission 1 (Learning outcome 1) (25%) – Students identify and explain a key SLT concept in a 3–5 min video OR a 500-word written summary, reinforcing professional communication skills.

Digital Submission 2 (Learning outcome 2) (25%) – Students identify and explain a key SLT concept in a 3–5 min video OR a 500-word written summary, reinforcing professional communication skills.

Annotated Bibliography (Learning outcome 3) (25%) – Students identify 3–5 key sources related to psychological theories and explain their relevance to speech and language therapy practice. Choice of format: written OR short audio/video summaries. Written submissions will be up to 500 words. Audio/video will be 3–5 minutes.

Annotated Case Study (Learning outcome 4) (25%) – Students apply anatomy, physiology, and psychology to SLT case management. Choice of case type (e.g., voice disorder, neurogenic communication disorder, paediatrics). Written submission 500 words.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1 - 4	Portfolio	2000 words	100%	N/A

Derogations

A minimum grade of 40% must be achieved to permit progression to Level 6. No compensation is available.

Learning and Teaching Strategies

A blended learning approach will be used during the delivery of this module combining online educational materials and face-to-face sessions. The use of the University's Virtual Learning Environment (VLE) – allows students control over the time, place, and pace of their study. Students have a responsibility to manage and engage with the online pre- and post-session learning resources to allow them to fully comprehend the subject matter.

On campus face-to-face sessions will allow students to strengthen their learning through further discussions and tutor-led problem-based tasks and other activities. Teaching will be delivered through semester style sessions incorporating group and project work. Where possible, there will be opportunities for inter-professional learning with students from other related degree programmes as well as hearing from practising clinicians.

Welsh Elements

Students are entitled to submit assessments and sit examinations in the medium of Welsh. Proficient Welsh speakers can request to be provided with placement opportunities in communities that are predominantly Welsh speaking. This will be accommodated whenever possible but may be limited due to practice placement availability.

Indicative Syllabus Outline

Applied Life Sciences

- Ear, nose and throat and maxillofacial surgery
 - (Voice and laryngectomy – anatomy and physiology of head and neck with an emphasis on speech and swallowing)
 - Cleft lip and palate
- Anatomy and Physiology of the vocal tract and ear including lifespan changes
- Neuroanatomy and neurophysiology
- The limbic system
- Voice and gender as relevant to life sciences

Applied Psychology

- Educational psychology
- Clinical psychology
- Health psychology, promotion and behaviour change
- Forensic psychology
- Voice and gender as relevant to psychology

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Atkinson, M.E. and Mchanwell, S. (2018). *Basic Medical Science for Speech and Language Therapy Students*. 2nd ed Guildford, Surrey, UK: J & R Press Ltd.

Banyard, P., Dillon, G., Norman, C. and Winder, B. (eds.) (2019). *Essential Psychology*. 3rd ed. SAGE

Other indicative reading:

Andrewes, D. (2016). *Neuropsychology from Theory to Practice* (2nd ed.). Psychology Press.

Dimon, T. (2018). *Anatomy of the Voice. An Illustrated Guide for Singers, Vocal Coaches and Speech Therapists*. North Atlantic Books.

Kolb, B., & Whishaw, I. (2021). *Fundamentals of Human Neuropsychology*. (8th ed.). Macmillan

Shewell, C. (2009). *Voice Work: Art and Science in Changing Voices* Wiley

Journals

Aphasiology
Brain and Language Cognition
Disability and Rehabilitation
International Journal of Communication and Language Disorders
Seminars in Speech and Language

Administrative Information

For office use only	
Initial approval date	31/08/2022
With effect from date	01/09/2023
Date and details of revision	May 2025 – updated assessment strategy.
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