



## Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from  
The University of Sheffield

1	<b>Programme Title</b>	Speech and Language Therapy
2	<b>Programme Code</b>	HEST017
3	<b>JACS Code</b>	B620
4	<b>Level of Study</b>	Postgraduate
5a	<b>Final Qualification</b>	Master of Medical Science (MMedSci)
5b	<b>QAA FHEQ Level</b>	Masters
6	<b>Intermediate Qualification(s)</b>	None
7	<b>Teaching Institution (if not Sheffield)</b>	Not applicable
8	<b>Faculty</b>	Medicine, Dentistry and Health
9	<b>Department</b>	Human Communication Sciences
10	<b>Other Department(s) involved in teaching the programme</b>	Dentistry / Biomedical Sciences
11	<b>Mode(s) of Attendance</b>	Full-time
12	<b>Duration of the Programme</b>	A 2-year period, including 10 weeks block clinical placement
13	<b>Accrediting Professional or Statutory Body</b>	Royal College of Speech & Language Therapists, Health and Care Professions Council
14	<b>Date of production/revision</b>	November 2016, December 2019, March 2026

### 15. Background to the programme and subject area

The MMedSci (Speech and Language Therapy) is a two year calendar postgraduate programme to qualify as a speech and language therapist. The programme is accredited by the Royal College of Speech and Language Therapists (RCSLT) and the Health and Care Professions Council (HCPC), and graduates from the programme can join the practice register for speech and language therapy. It is anticipated that all students will self-fund their places on the programme from 2018-19 onwards and complete a range of speech and language therapy placements across the local regions and in the Philippa Cottam Communication Clinic (PCCC) which is the in-house clinic in the Division of Human Communication Sciences (HCS). The Division is situated within the Health Sciences School, alongside Nursing and Orthoptics.

The Division of Human Communication Sciences at the University of Sheffield is an active teaching and research division. It has a multidisciplinary staff, made up of speech and language therapists, psychologists, and linguists. It is able to cover a wide range of specialisms within speech and language pathology, including developmental and acquired communication impairments, clinical linguistics, cognitive neuroscience, developmental psychology and education. Teaching is informed by the research activities of staff. In the 2014 Research Excellence Framework, 100% of our research impact was world-leading or internationally excellent and we were in the top 10 of Russell Group Universities for research outputs. Students benefit from learning at the forefront of current knowledge and are encouraged to develop a critical and reflective attitude to theoretical hypotheses and their application to clinical practice.

The Division has its own clinic with observation and video recording facilities. The equipment includes computerised technology for the recording, analysis and management of all aspects of speech communication. Further information is available on the departmental website at <http://www.shef.ac.uk/health-sciences/aboutfacilities/communications-clinic>

The new curriculum is organised around six themes: Biomedical Sciences; Communication; Participation & Society; Research Methods; Key Clinical Skills and Clinical Practice. The curriculum provides balanced coverage of the core knowledge, interpersonal and practical skills and attitudes necessary for working as a Speech and Language Therapist in a contemporary healthcare and educational environment.

Further information is available at the Health Sciences School web site <http://shef.ac.uk/health-sciences>

## 16. Programme aims

The MMedSci (Clinical Communication Studies) has the following programme aims consonant with the Mission Statement of the University of Sheffield:

- to provide an engaging and stimulating learning environment that includes high-quality learning resources and a curriculum based on current research and scholarship;
- to develop the knowledge, skills and attitudes necessary for the graduate to work as a speech and language therapist;
- to enable the graduate to develop the necessary competencies in order to assess and manage a range of communication and swallowing disorders at the appropriate entry level to the profession;
- to equip students with the academic and professional skills needed to foster a positive attitude towards evidence-based practice and lifelong learning.

## 17. Programme learning outcomes

<b>Knowledge and understanding:</b>	
<b>K1</b>	Integrated knowledge and understanding of communication pathology and its contributory disciplines, including Biomedical Sciences, Psychology & Linguistics;
<b>K2</b>	Mature understanding of the impact of communication impairments on a person's activity and participation in society;
<b>K3</b>	Knowledge and understanding sufficient to critically evaluate and independently contribute to the evidence base for effective practice in speech and language therapy;
<b>K4</b>	Advanced knowledge and understanding related to the assessment of communication difficulties and the provision of effective intervention;
<b>K5</b>	Integrated knowledge and understanding of the social, cultural, educational and healthcare contexts relevant to the practice of speech and language therapy;
<b>K6</b>	Demonstrate knowledge in the retrieval, interpretation and presentation of information on a research topic related to communication and its disorders.

<b>Skills and other attributes:</b>	
<b>S1</b>	Advanced use of written and oral modalities to discuss, describe and evaluate concepts, theories and information in the subject area of communication disorder;
<b>S2</b>	Ability to undertake differential diagnosis of communication disorders across the lifespan;
<b>S3</b>	Ability to undertake speech and language analysis using techniques from a range of disciplines (psychology, linguistics, biomedical sciences);
<b>S4</b>	Ability to implement appropriate management plans for the range of communication disorders encountered in adults and children;
<b>S5</b>	Ability to work effectively as part of a multi-professional team;
<b>S6</b>	Effective interpersonal and communication skills to work with patients, carers, colleagues and others;
<b>S7</b>	Ability to evaluate swallowing behaviours and manage disorders of swallowing at the appropriate entry level to the profession.

## 18. Teaching, learning and assessment

**Development of the learning outcomes is promoted through the following teaching and learning methods which aim to build on the students' previous knowledge:**

**Induction procedures:** students receive a range of information via an Open Education website on Blackboard prior to the course to orientate entrants to the subject area. These are followed by linked support tutorials early in semester one. Additional information is provided via year-specific Student Handbooks.

**Lectures** are used widely in modules which have Communication as a key theme, and convey core information on language pathology and linked disciplines.

**Tutorials** involve small-group teaching sessions. They take place throughout the course, and are used to support lectures in which students learn about speech, language and communication by enabling the application of knowledge to clinical settings, and the development of practical skills in areas of speech and language analysis. As such they particularly focus on assessment and management of communication impairments, and examine the evidence base for effective clinical practice. Tutorials are also an important component of the Professional Practice modules, where small group and individual tutorials take place prior to work placements. In addition they are used to reflect on feedback from placements and to plan individual learning objectives for subsequent modules.

**Seminars & workshops** are used throughout the course, and are used widely across a variety of modules, e.g., Research Methods and Statistics, Practical linguistics. The seminars often involve students completing exercises in information gathering and subsequently communicating information to fellow students. They encourage active and group learning strategies.

**Case-based learning** exercises are used within the Key Clinical Topics modules to facilitate the application of theoretical knowledge to clinical cases, and to enable the student to identify relevant information sources and to integrate diverse information as applied to a particular clinical case.

**Independent study** is essential to successful completion of the programme. Independent study is necessary to support the workshop, seminar and case-based learning activities described above.

**Work-based placements** take place in the University clinic and with external partners, e.g. in schools, NHS clinical facilities, or with independent practitioners and agencies. These provide students with practical experiences in the assessment and management of communicative disorders and impairments in swallowing. Clinical placements are carefully structured in order to give the student experience of a range of communicative impairments in both adults and children, and the student works from observational placements, to supervised practice, to more autonomous clinical work.

**Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:**

The programme employs a variety of assessment methods, and these are matched to the objectives and planned outcomes of individual modules.

Summative assessment of knowledge and skills uses a variety of methods. These include examinations and coursework to assess attainment of knowledge objectives. The link between knowledge and clinical situations is encouraged through innovative procedures such as those based on clinical scenarios. Practical assessments cover speech and language analysis skills, and the assessment and management of communication and swallowing disorders. Project work, including portfolios of coursework and a final year dissertation are also used.

Regular formative assessment in the form of practical exercises and presentations takes place throughout each teaching semester. This allows monitoring of progression towards learning objectives in a number of domains.

## 19. Reference points

**The learning outcomes have been developed to reflect the following points of reference:**

Subject Benchmark Statements for Healthcare Programmes

<http://www.gaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Speech-and-Language-Therapy.pdf>

Framework for Higher Education Qualifications of UK Degree Awarding Bodies (2014)

<http://www.gaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

University Strategic Plan

<http://www.sheffield.ac.uk/ourplan/>

Learning and Teaching Strategy (2016-21)

<http://www.sheffield.ac.uk/als/strategy>

The Royal College of Speech and Language Therapists' guidelines for pre-registration speech and language therapy courses

[https://www.rcslt.org/about/Courses\\_and\\_training/curriculum\\_guidelines\\_2011](https://www.rcslt.org/about/Courses_and_training/curriculum_guidelines_2011)

The Health Professions Council Standards of Education and Training for Health Professionals: <http://www.hcpc-uk.org/publications/standards/index.asp?id=183>

The Health Professions Council Standards of Proficiency for Speech and Language Therapists:

<http://www.hcpc-uk.org/publications/index.asp?id=52>

## 20. Programme structure and regulations

The MMedSci (Speech and Language therapy) is a full-time course that is taught over two calendar years. It is a non-modular programme, in the sense that all modules have to be successfully completed in order for the award of the MMedSci. In addition, all Year One modules have to be passed before the student can progress to Year Two of the programme.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at

<http://www.sheffield.ac.uk/calendar/regs>.

## 21. Progression through the programme structure

Students are required to pass all modules in Year One in order to progress to Year Two. The award of the MMedSci also requires that all Level Two modules are passed.

**Year 1** encourages the student to identify competencies that have been developed in previous learning and occupational experiences and to apply these to the new domain of speech and language therapy. Introductory modules in the areas of Communication, Biomedical Science and Research Methods, alongside introductory study packs in language, communication, participation and society, establish broad frameworks for knowledge and skill development. Modules on speech, language and hearing sciences develop new knowledge and skill objectives for large domains of human communication, and courses on Complex Communication Impairment in children and adults, and case-based learning exercises facilitate the integration of knowledge and skills, and their application to clinical cases. Within the Level One Professional Practice module students develop observation skills in clinical interactions, and supervised clinical practice allows the student to develop skills in case history taking, information gathering and evaluation of communication difficulties.

**Year 2** extends students' knowledge of communication and communicative difficulties through the Key Clinical Topics and Language Analysis modules. Knowledge gained in Biomedical Sciences is also further developed through topics in clinical neurology and ENT medicine. Learning experiences around particular communicative and swallowing disorders are introduced. Students develop critical analysis skills required to evaluating the evidence base in speech and language therapy and/or human communication and its disorders. Within the Key Clinical Topics and Professional Practice modules, the student gradually moves to more autonomous clinical work with a range of client groups. Students also learn more about work-place issues, such as multidisciplinary team working, ethical issues in healthcare, and working within contemporary healthcare structures to facilitate the transition from education into the workplace. An important aspect of Level 2 is the clinical dissertation project evaluating the evidence base in speech and language therapy and/or human communication and its disorders, which provides the student with critical analysis skills relevant for use in their future employment in an evidence-based healthcare and education context.

## 22. Criteria for admission to the programme

Detailed information regarding admission to the programme is available at <http://www.shef.ac.uk/prospective/>

Applicants should have a First class or Upper Second degree in are likely to have a cognate discipline (e.g., Psychology, Linguistics, Education, Biomedical Sciences, Human Communication Sciences). It is expected that applicants will show insight into the speech and language therapy profession. All offers are subject to a satisfactory Enhanced Disclosure and Barring Service (DBS) check. Applicants whose first language is not English, are required to meet the Royal College of Speech and Language Therapists' requirements of IELTS average score of 7.5-8, or above, with at least 7 in each component, or a Cambridge Certificate of Proficiency in English at Grade B or above.

## 23. Additional information

<http://www.sheffield.ac.uk/hcs>

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.