



The
University
Of
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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

Programme Details

1. Programme title	Speech and Language Therapy (Degree Apprenticeship)
2. Programme code	HCSU09
3. QAA FHEQ level	Level 6
4. Faculty	Medicine Dentistry and Health
5. Department	Health Sciences School
6. Other departments providing credit bearing modules for the programme	None
7. Accrediting Professional or Statutory Body	HCPC
8. Date of production/revision	December 2022

Awards	Type of award	Duration
9. Final award	BSc	48 months
10. Intermediate awards	Higher Education Certificate	20 months
	Higher Education Diploma	36 months

Programme Codes

11. JACS code(s) <i>Select between one and three codes from the HESA website.</i>	B600	B620	B630
12. HECoS code(s) <i>Select between one and three codes from the HECoS vocabulary.</i>	100255		

Programme Delivery

13. Mode of study	Full-time
14. Mode of delivery	Blended learning including both face to face and online learning

15. Background to the programme and subject area

The Division of Human Communication Sciences (HCS) in the Health Sciences School (HSS) currently offers three pre-registration under- and postgraduate routes to qualify as a Speech and Language Therapist (SLT). These programmes are approved by the Health and Care Professions Council (HCPC) and accredited by the Royal College of Speech and Language Therapists (RCSLT). The addition of the degree SLT apprenticeship route will expand provision for Yorkshire and Humber and the North. This will recruit new and additional students to HCS in the Health Sciences School (HSS). The UoS was awarded the tender for the SLT Apprenticeship from Health Education England (HEE) in August 2021.

Speech and Language Therapy is a core Allied Health Profession (AHP). The apprenticeship route is needed to secure the future of the NHS AHP workforce. The UoS is well placed to offer this apprenticeship route. Competitors in Sheffield, i.e., Sheffield Hallam University do not currently offer any pre-registration SLT programmes. The addition of a AHP apprenticeship route will further establish the Health Sciences School as the leader in high quality research led learning and teaching for the NHS workforce. North East and Yorkshire and North West Health Education England Talent for Care Apprenticeship managers are supporting employers with the SLT Apprenticeship process. The region is supporting funding from the Apprenticeship Levy on the Allied Health Professions.

The standard for the SLT Apprenticeship is set and we have developed the Apprenticeship programme as a new programme to meet the standard. The following is specified; a 4 year programme (calendar year); level 6 Apprenticeship; 360 credits; the student is employed 37.5 hours per week with 40% of learning and teaching off the job at the University of Sheffield, including learning and teaching and practice placements, and 60 % on the job in Speech and Language Therapy services. All curriculum requirements and practice based learning hours as specified by RCSLT are adhered to. The SLT Apprenticeship programme will run parallel to this current programme (similar to the Registered Nurse Degree Apprenticeship) so it will be an alternative route into an existing programme with the same learning and teaching.

16. Programme aims

BSc Speech and Language Therapy (Degree Apprenticeship) aims to:	
A1	To provide an engaging and stimulating learning environment that includes high quality learning resources and a curriculum based on current research and scholarship.
A2	To develop the knowledge, skills and attitudes necessary for the graduate to work as a speech and language therapist.
A3	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.
A4	To equip apprentices with the academic and professional skills needed to foster a positive attitude towards evidence-based practice and lifelong learning.

17. Programme learning outcomes

Knowledge and understanding		
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:		
		Links to Aim(s)
K1	Core knowledge and understanding of communication pathology, and of its contributory disciplines, including biomedical sciences, psychology and linguistics.	1-3
K2	Understanding of the impact of communication impairments on a person's activity and participation in society.	1-3
K3	Knowledge and understanding sufficient to evaluate and contribute to the evidence base for effective practice in speech and language therapy.	1-4
K4	Knowledge and understanding sufficient to assess communication impairments and to provide effective intervention.	1-4
K5	Knowledge and understanding of the social, cultural, educational and healthcare contexts relevant to the practice of speech and language therapy.	2-4
Skills and other attributes		
On successful completion of the programme, students will be able to:		
S1	Effective use of written and oral modalities to discuss, describe and evaluate concepts, theories and information in the subject area of communication disorder.	1, 2 & 4
S2	Ability to undertake differential diagnosis of communication disorders across the lifespan.	1-3
S3	Ability to implement appropriate management plans for the range of communication disorders encountered in adults and children.	1-4
S4	Ability to work effectively as part of a multi-professional team.	1-4
S5	Effective interpersonal and communication skills to work with patients, carers, colleagues, and others.	4
S6	Ability to evaluate swallowing behaviours and to manage disorders of swallowing at the appropriate entry level to the speech and language therapy profession.	1-4

18. Learning and teaching methods

A range of teaching and learning methods are employed including lectures, seminars, practical workshops and tutorials, guided reading, and clinical placements, according to the nature of the material being addressed (delivery of the University Learning and Teaching will be online which is defined as active, in-person synchronous delivery):

Formal lectures are used to convey essential information in speech and language pathology and its

related disciplines; lectures are linked to *small-group tutorials* which explore lecture material through discussion and which enable the application of theoretical knowledge to the clinical setting.

Further *small-group tutorials* develop practical skills, including the linguistic, phonetic and statistical analysis of speech and language data.

Seminars are used to facilitate exchange of ideas through discussion and to promote skills in oral expression. They encourage active and group learning strategies.

Practical workshops offer the opportunity for practical data analysis; demonstrations of speech analysis equipment; discussion and evaluation of a range of aspects of behaviour in individuals with communication disorders.

Case-based learning exercises allow apprentices to develop and integrate their theoretical and clinical knowledge and skills by focusing on the issues and problems identified in by specific clinical cases.

Guided reading allows apprentices to clarify and extend their understanding of the issues covered in lectures, tutorials, seminars and workshops, and allows them to further explore areas of particular interest.

Work-based learning and clinical placements take place in NHS clinical settings. These provide apprentices with practical experience in the assessment and management of communication disorders and impairments in swallowing. Clinical placements are carefully structured to provide apprentices with experience of a range of communication impairments in both adults and children, moving from observational placements in the first instance to supervised practice and to more autonomous clinical work.

19. Assessment and feedback methods

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

Formal examinations consist of a number of different types: *unseen written examinations*; “*seen*” *examinations*, where students study some data or other material in advance of a written examination based specifically on that material; *practical examinations*, which test specific skills such as phonetic and linguistic analysis; *clinical practical examinations* which test the application of knowledge and skills in the clinical setting.

Written assignments also take a number of different formats: *essays* test knowledge in specific areas and the integration of knowledge across areas; *portfolios* allow the student to build up an evidence-base of knowledge and skill accumulated over the entire course as well as in specific modules; *projects* and, in particular, the final year project/dissertation allow students to demonstrate in-depth knowledge of the evaluation of the evidence base in speech and language therapy and/or human communication and its disorders.

Students are also required to complete the Practice Assessment Document/s (PAD) as specified in the End-point assessment plan for the Speech and Language Therapist fully integrated degree apprenticeship standard (ST0618). This must be signed off by the employer and the University as a part of the End-point assessment gateway.

The proportion of formal examinations versus other forms of assessed work is approximately 35% and 65% respectively across the degree.

20. Programme structure and student development

The degree forms a professional qualification in Speech and Language Therapy and therefore all components of the degree must be successfully completed for the award of BSc (Speech and Language Therapy).

In addition to work-based learning within the employer of the apprentice, clinical placements occur

through the four years of the degree, taking place within the normal semester periods and student vacation time.

The curriculum for the BSc Speech and Language Therapy (Degree Apprenticeship) route is organised around six interrelated subject themes: Communication; Participation and Society; Research Methods; Biomedical Sciences; Key Clinical Topics; and Professional Practice, which structure the teaching and learning experience throughout the course.

Modules studied at Level Four provide an introduction to the broad range of material which a Speech and Language Therapist requires in order to be able to practise. The Communication theme introduces the apprentice to a range of aspects of and approaches to the study of both typical and atypical communication drawing on the disciplines of speech pathology, linguistics and psychology. The Biomedical Sciences theme introduces the apprentice to the anatomical and physiological foundations of communication. In the Participation and Society theme apprentices are provided with a broad based understanding of the influence of social, educational and health contexts of individuals with communication impairments. The Professional Practice theme introduces the apprentice to the work of a speech and language therapist, providing opportunities for the development of observation skills in the clinical context and facilitating the development of basic clinical and professional skills.

Level Five extends and consolidates the apprentices' knowledge and skills in the areas introduced at Level Four as well as introducing new material. Modules from the Communication theme promote a detailed theoretical understanding of a broad range of different impairments as demonstrated in breakdown at different levels of speech and language processing and develop the apprentices' skills in the practical analysis and assessment of communication impairments. The Research Methods theme supplies the apprentice with a basic understanding of the tools required in research and develops critical analysis skills required for evidence-based practice. In the Biomedical Sciences theme specific subject areas, including audiology and dentistry are introduced and their relevance to speech and language pathology is explored. The Key Clinical Topics and Professional Practice themes provide the apprentice with a learning experience which allows them to develop skills in the area of evaluation and intervention both in the classroom and in the clinical setting.

Level Six further develops apprentices' theoretical knowledge and application to their clinical practice as well as preparing them for the transition from education to the workplace. The Biomedical Sciences theme focuses in particular on the study of neurology and its application to speech and language therapy. In the Research Methods theme apprentices gain specific knowledge and skills in evaluating the evidence base in speech and language therapy. The Key Clinical Topics theme enables the apprentice to focus in detail on the study of specific impairments of communication and swallowing. Through the Professional Practice theme apprentices become increasingly autonomous in their clinical experience via work-based and clinical placements and particular attention is paid to the successful transition from education into the workplace. Apprentices learn more about workplace issues, including multidisciplinary team working, ethical issues in healthcare, and working within contemporary healthcare and education structures and contexts. An important aspect of Level Six are the two units which focus on evaluating the evidence base in speech and language therapy and/or human communication and its disorders in the Research Methods theme, which provides the apprentice with critical analysis skills relevant for use in their future employment in an evidence-based healthcare and education context.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available online at <http://www.sheffield.ac.uk/calendar/>.

21. Criteria for admission to the programme

Applicants are required to gain some experience of the speech and language therapy profession prior to applying. A wide range of experience is considered. Short-listed applicants are invited to interview and offers are made based on academic ability, interest and commitment to the speech and language therapy profession, and the demonstration of satisfactory interpersonal and communication skills.

Admissions Criteria – BSc Speech and Language Therapy Degree Apprenticeship

3 A levels ABB or an equivalent L3 qualification including BTEC Extended Diploma DDD in a health care or science subject

Access to HE Diploma in a relevant subject, with 45 credits at Level 3, including 36 at Distinction and 9 at Merit

Plus

Three GCSEs at grade C/4 or above, including Mathematics and English language. Level 2 equivalent qualifications (e.g. Functional Skills) are accepted. Level 2 qualifications must have been achieved at the point of enrolment.

IELTs

Applicants for whom English is not a first language will require an overall IELTS score of 8, with no subtest below 7.5. This IELTS score is the threshold needed to apply for registration with the Health and Care Professions Council (HCPC).

Additional Requirements

Satisfactory Enhanced Criminal Records Bureau Check (or EU equivalent).

Satisfactory report from Occupational Health.

Key Skills are desirable but not mandatory.

Detailed information regarding admission to the programme is available in the University's On-Line prospectus at <http://www.shef.ac.uk/prospectus/courseCategory.do?category=azlist> and within the departmental web pages of the Health Sciences School at <https://www.sheffield.ac.uk/health-sciences/undergraduate>

22. Reference points

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

Apprenticeship Standard ST0618 Speech and Language Therapist (Integrated Degree)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/speech-and-language-therapist-integrated-degree-v1-1>

Subject Benchmark Statements for Health Studies

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf>

Framework for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/higher-education-credit-framework-for-england.pdf>

University Vision

<https://www.sheffield.ac.uk/vision>

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

Learning and Teaching Strategy (2016-21)

https://www.sheffield.ac.uk/polopoly_fs/1.661828!/file/FinalStrategy.pdf

The Health Professions Council Standards of Education and Training for Health Professionals:

<http://www.hcpc-uk.org/publications/standards/index.asp?id=183>

23. Additional information

For further information students are directed to the departmental web pages at <https://www.sheffield.ac.uk/health-sciences>

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>.