



University of  
**Sheffield**

Human Communication Sciences  
School of Allied Health Professions,  
Nursing and Midwifery

## **MMedSci (Speech and Language Therapy) HCST35 (FT)**



## **Programme Guide 2023-2024**

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### Other documents on Blackboard to accompany this programme guide:

- School of Allied Health Professions, Nursing and Midwifery Student Handbook:**  
<https://sites.google.com/sheffield.ac.uk/information-for-nmw-students/home>
- MMedSci Speech and Language Therapy Practice Placement Handbook** (This can be found at Blackboard > HCS Clinical Suite > Placement Handbooks > Year 1-2 MMedSci Placement Handbook)
- Guide to Accessing Blackboard**  
<https://www.sheffield.ac.uk/apse/digital/blackboard/studenthelphome>
- Study Skills Support** (Blackboard > HCS Community Central > Study Skills Support)
- HCS library guide** <https://sheffield.libguides.com/guidehumancomsci>
- Guide to Avoiding Plagiarism and use of Turnitin**  
<https://www.sheffield.ac.uk/apse/digital/turnitin>

# 1. Introduction

**Welcome to Human Communication Sciences** in the School of Allied Health Professions, Nursing and Midwifery at the University of Sheffield. We hope very much that you will enjoy your time with us and find your course, and journey to becoming a practising speech and language therapist, a rewarding and fulfilling experience.

The MMedSci (Speech and Language Therapy) is a two calendar year intensive training in speech and language therapy. The course consists of a series of clinical placements supported with specialist clinical teaching and supervision, along with the study of a range of interdisciplinary perspectives on speech, language, communication and swallowing, and their disorders. This integrates the perspectives of health science, linguistics, cognitive (neuro) psychology and neuroscience, social psychology and sociology, and biomedical sciences. The programme also provides students with knowledge and skills in relation to research methodologies, the appraisal and practical application of clinical research and evidence-based practice including systematic reviewing. You will work with a range of staff from this and other departments within and outside the University, including NHS practitioners from across a broad range of subject specialisms.

The MMedSci (Speech and Language Therapy) is one of several programmes that run in the School. There are also two three-year routes to qualify as a Speech and Language Therapist - a BMedSci (Speech and Language Therapy) and a part-time MMedSci (Speech and Language Therapy), and several postgraduate programmes in the field of Human Communication Sciences. [Professor Judy Clegg](#) is our Professional Lead, [Dr Caroline Haw](#) is the Programme Director for the MMedSci (Speech and Language Therapy), [Carla Rohde](#) is the Programme Director for the BMedSci (Speech and Language Therapy), and [Hattie Powis](#) is the Programme Director for the part-time MMedSci (Speech and Language Therapy). [Emma Gregory](#) is the Director of Professional Education, overseeing the clinical education for the BMedSci and MMedSci Speech and Language Therapy students.



Successful completion of the MMedSci (Speech and Language Therapy) Programme provides eligibility to apply for registration with the Health and Care Professions Council (HCPC). It is a legal requirement that anyone who wishes to practise using a title protected by the Health and Social Work Professions Order 2001 is on the HCPC register. For more information please see the HCPC website at [www.hcpc-uk.org](http://www.hcpc-uk.org).

The MMedSci (Speech and Language Therapy) has HCPC approval and accreditation from the Royal College of Speech and Language Therapists (RCSLT).



This reference document aims to provide an overview of the MMedSci (Speech and Language Therapy) and its components.

## **Covid-19 and blended learning**

### **Teaching**

In 2020-21 The University of Sheffield was required to adjust how it delivered its courses to accommodate the social distancing measures required to combat the coronavirus pandemic. This involved a blend of digital delivery and face-to-face teaching in small groups in Sheffield, where social distancing could be maintained. In 2021-22 we delivered face-to-face teaching with no social distancing, and with options for some teaching to remain online where required.

In the current academic year, 2023-24, we will continue with face to face teaching. All modules remain the same and students complete all modules as usual for their programme. There will be no changes to overall course content, structure, or learning outcomes.

Our approach will continue to follow government advice and guidance, while aiming to provide the best possible on-campus student experience and excellent standards of teaching. Please keep up to date with HCS and University guidance on health and safety while on campus. It is no longer compulsory to wear face coverings in teaching spaces. We understand that some people will feel more comfortable wearing face coverings and that others will not want to, and we ask all staff and students to be respectful of personal choice in this matter.

### **Covid-19 testing and isolation**

Free Covid-19 testing has ended for most people. This means you are not expected to take regular lateral flow Covid-19 tests, or a PCR test if you develop symptoms. Students undertaking clinical placements may be expected to undertake Covid-19 testing in the same way as NHS staff. While you're no longer required to self-isolate if you have Covid-19, you should try to stay away from others if you have symptoms. Please continue to stay at home if you feel unwell, and do not come to campus.

### **Placement**

Clinical placement activities will commence at the start of Semester one and run over the calendar year.

### **Further information**

Please take time to read emails from HCS and the University, and check The University of Sheffield information and guidance, which are updated regularly with all the latest developments:

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

<https://www.sheffield.ac.uk/coronavirus/safety-guidance>

This MMedSci Programme Guide is correct at the time of writing. There may be changes and we will update students with these changes as soon as we are able.

## **2. Programme Aims**

**The MMedSci (Speech and Language Therapy) aims to:**

- Provide an engaging and stimulating learning environment that includes high-quality learning resources and a curriculum based on current research and scholarship.
- Develop the knowledge, skills and attitudes necessary for the graduate to work as a speech and language therapist.
- 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.
- Equip students with the academic and professional skills needed to foster a positive attitude towards evidence-based practice and lifelong learning.

### **3. Programme Learning Outcomes**

On completion of the MMedSci, students are expected to be able to demonstrate:

#### **Knowledge and understanding**

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

### **Skills and other attributes**

- S1** Advanced use of written and oral modalities to discuss, describe and evaluate concepts, theories and information in the subject area of communication disorder.
- S2** Ability to undertake differential diagnosis of communication disorders across the lifespan.
- S3** Ability to undertake speech and language analysis using techniques from a range of disciplines (psychology, linguistics, biomedical sciences).
- S4** Ability to implement appropriate management plans for the range of communication disorders encountered in adults and children.
- S5** Ability to work effectively as part of a multi-professional team.
- S6** Effective interpersonal and communication skills to work with patients, carers, colleagues and others.
- S7** Ability to evaluate swallowing behaviours and manage disorders of swallowing at the appropriate entry level to the profession.
- S8** Ability to conduct a systematic review.

## **4. Programme Structure**

The MMedSci is a calendar programme where students study across two calendar years from September to September. There are 36 weeks in each of the two levels with a total of 84 weeks for the programme in total. In each year, there are two semesters with 18 weeks per semester (15 weeks of learning, teaching and clinical placement, and 3 weeks of

assessment). Students then complete four weeks of clinical placement in the summer of level 1 and six weeks of clinical placement in level 2.

Students attend lectures, workshops and tutorials at the University during Autumn (September – January) and spring (February – June) semesters. Some clinical placements run through semester time, which are a combination of in-house placements and placements within local health and educational settings. During the summer semesters (June – September), students undertake block clinical placements within services and complete some independent study and assignments. Assessments are varied and consist of examinations, assignments, presentations, video based assessments and clinical examinations and vivas. An assessment schedule will be provided early in semester one. Students will complete a clinical portfolio (Pathway to Practice Portfolio) over the duration of the course which will underpin their clinical and professional development. This will involve a combination of formative (compulsory but not mark-bearing) and summative (compulsory and mark-bearing) tasks. The resource will provide a base for longer-term professional development. The MMedSci is not a modular programme. This means students must complete and pass all of the modules and clinical placements to receive the degree.

## **5. Programme Components and Theme Outlines**

The course is delivered across 18 components, 16 of which are mark-bearing and equally weighted, and two of which carry no mark. Students must complete and pass all 16 mark-bearing components in order to receive the final award. The components are organised into six themes; 1) Key Clinical Topics; 2) Communication; 3) Participation and Society; 4) Research Methods; 5) Biomedical Sciences and 6) Professional Practice. The

thematic structure is intended to enable students to understand the relationships between the course components, and to integrate learning across the programme as a whole. The six themes are as follows:

<b>Key Clinical Topics</b>	<i>Provides integrated knowledge and understanding of: assessment, diagnosis and intervention for adults and children with a range of speech, language, communication and swallowing difficulties (including planning and evaluation of intervention); evidence-based practice; standards of practice and clinical ethics; health and social care services in the context of multidisciplinary working.</i>
<b>Communication</b>	<i>Provides integrated knowledge and understanding of: theoretical models of speech, language and communication, in relation to development and disorder; current research in relation to communication, and communication difficulties; methods of observing, transcribing and recording speech, language and communication behaviours. Theme components draw in particular on perspectives from linguistics and psychology.</i>
<b>Participation and Society</b>	<i>Provides integrated knowledge and understanding of: social and psychological aspects of health and illness; interpretation of individual behaviour within broader relational, social and cultural contexts; cultural and linguistic diversity; theoretical models of disability, including the World Health Organisation's ICF framework. Theme components draw in particular on approaches and frameworks from social and health psychology, and sociology.</i>
<b>Research Methods</b>	<i>Provides knowledge and skills in relation to appraising and conducting research within the human communication sciences, including behavioural observation, literature reviewing, quantitative research/statistics, and systematic reviewing in the context of healthcare services and professions.</i>
<b>Biomedical Sciences</b>	<i>Provides integrated knowledge and understanding of human anatomy, physiology and neurology, with specific relation to speech, language, communication, swallowing and hearing.</i>
<b>Professional Practice</b>	<i>Provides observational and hands-on supervised practice learning experiences in health, social care and education services, working with adults and children with a range of speech, language, communication and/or swallowing difficulties. Provides integrated knowledge of clinical methods and skills required for these placements as well as development of inter-personal and professional competencies.</i>

## 6. Overview of Years 1 & 2

Year 1 provides a foundation for students' development as speech and language therapists. Clinical placements, culminating in a four-week block placement, aim to provide orientation to specific contexts of speech and language therapists' work, and enable students to transition into hands-on practice. Taught components aim to provide the conceptual foundations for specialist study later in the programme and provide students with core skills















in relation to the observation, interpretation and detailed recording of speech, language and communication behaviours.






Year 2 builds upon this foundation to provide students with profession-specific knowledge and skills and support the transition to professional working. In-house clinical placements require students to plan, implement and evaluate their own programmes of intervention, whilst the final six-week block placement is intended to act as a bridge to newly-qualified status. Teaching focuses upon key clinical skills across a range of speech and language therapy specialisms, building upon the concepts and theory about communication and its disorders presented during year 1. Students complete a dissertation involving a small-scale systematic review and design of a research proposal. By the end of the second year students will have reached a level of competence to practise as a newly qualified practitioner and will have generated a clinical portfolio as a record of their clinical experience, skills and professional development across both years of study.

The School also provides voluntary clinical opportunities through the Philippa Cottam Communication Clinic (PCCC), which is housed in the School. Students can volunteer to take part in a range of clinical opportunities involving adult and child clients. This enables the students to practise and further develop their experience and skills in a non-assessed environment if they wish to. The PCCC is funded externally to the NHS and staffed by the School.
























The following tables provide an overview of the 18 components completed across both years. The colour-coded key indicates the themes running through each component.







**MMedSci year 1**

Autumn semester	Spring semester	Summer semester
<div>HCS6308</div> <div>Professional Practice 1</div> <div>(includes four week summer block placement)</div> <div></div>		
<div>HCS6303</div> <div>Speech and Hearing Science</div> <div></div>		
<div>HCS6305</div> <div>Introduction to Practical Linguistics</div> <div></div>		
<div>HCS6310</div> <div>Language, Cognition and Communication in Adults 1</div> <div></div>	<div>HCS6306</div> <div>Language, Cognition and Communication in Adults 2</div> <div></div>	
<div>HCS6302</div> <div>Speech, Language, Communication and Literacy Development in Children</div> <div></div>		
<div>HCS6309</div> <div>Participation and Society</div> <div></div>		
<div>HCS6304</div> <div>Developmental Disorders of Communication</div> <div></div>	<div>HCS6307</div> <div>Research Methods and Statistics</div> <div></div>	
<div>HCS6301</div> <div>Biomedical Sciences</div> <div></div>		

Key:  Key Clinical Topics;  Communication;  Participation and Society;  Research Methods;  Biomedical Sciences;  Professional Practice

**MMedSci year 2**

<i>Autumn semester</i>	<i>Spring semester</i>	<i>Summer semester</i>
	<b>HCS6412</b> <b>Transition to Professional Autonomy</b>  	
	<b>HCS6415</b> <b>Key Clinical Topics 1</b>     	
	<b>HCS6416</b> <b>Key Clinical Topics 2</b>     	
	<b>HCS6411</b> <b>Language Analysis: Sound and Structure</b> 	
<b>HCS6413</b> <b>Evaluating the Evidence base in Speech and Language Therapy I: Principles and Methods</b>   	<b>HCS6414</b> <b>Evaluating the Evidence base in Speech and Language Therapy II: Clinical Dissertation</b>   	
	<b>HCS6417</b> <b>Professional Practice 2</b>  	
	<b>HCS6418</b> <b>Professional Practice 3</b> <b>(includes six week summer block and clinical video exam)</b>  	

Key:  Key Clinical Topics;  Communication;  Participation and Society;  Research Methods;  Biomedical Sciences;  Professional Practice

## 7. Core Clinical Practice Learning Hours across the Programme

### MMedSci year 1

#### Adult

Component	Placement	Setting	# sessions (~3.75 hours)
HCS6308	Conversation Partners	NHS – community	10
	Dysphagia Placement	NHS – acute and community	5
HCS6308	Summer block placement	NHS (or private services)	21*
			36 sessions = ~135 hours

#### Paediatric

Component	Placement	Setting	# sessions (~3.75 hours)
HCS6308	External Paediatric	NHS – community/clinic	6
	Small Talk group	Non-NHS (in-house clinic)	12
HCS6308	Summer block placement	NHS (or private services)	20
	Audiology/aural rehab	NHS – Children's Hospital	1
			39 sessions = ~146.25 hours

\*includes university-based pre-placement preparation session

During year 1, MMedSci students complete 75 sessions of supervised clinical activity (including clinical preparation sessions), many of which will be in NHS settings. A minority of students complete part or all of their year 1 summer block placement with established private providers.

### MMedSci year 2

#### Adult

Component	Placement	Setting	# sessions (~3.75 hours)
HCS6417	Adult	Non-NHS (in-house clinic)	20
HCS6418	Summer block placement (either adult OR paediatric)	NHS (or private services)	31*
			42 sessions = ~157.5 hours

#### Paediatric

Component	Placement	Setting	# sessions (~3.75 hours)
HCS6417	Paediatric	Local primary schools	14
HCS6418	Summer block placement (either adult OR paediatric)	NHS (or private services)	30

**42 sessions =  
~157.5 hours**

\*includes university-based pre-placement preparation session

During year 2, MMedSci students complete 84 sessions of supervised clinical activity (including clinical preparation sessions).

The RCSLT requires students to complete 150 clinical placement sessions across the programme.

**Total sessions of supervised clinical activity across the two years of the course = 159**

## 8. Progression through the Programme

### Assessments and timescales

As stated, students are assessed using a variety of methods on the MMedSci (Speech and Language Therapy) programme. Written examinations take place within the Autumn and Spring semester exam periods, with deadlines for other forms of assessment distributed across the academic year, and in some cases the Summer semester. **There is a resit examination period in August of each year. Students must ensure that they are available during this period in the case of a resit being required.**

Student results for completed course components are formally processed through Departmental Examination Boards, which occur following each exam period and additionally in October. Students receive formal statements of marks after each Board, typically within two weeks.

MMedSci (Speech and Language Therapy) students graduate with other Postgraduate students from the Faculty of Medicine, Dentistry and Health. This typically takes place in the January following completion of the course.

### Progression

During year 1, students must pass all mark-bearing components of the MMedSci to progress to year 2. During year 2, students must then pass all mark-bearing components of the MMedSci to receive the award.

As the MMedSci (Speech and Language Therapy) is a Postgraduate programme, the pass mark for all components is 50. Marks over 70 represent Distinctions.

For course components constituted by multiple assessments (e.g. two or three examinations or assignments), students only require an **overall pass** to progress. This means that students are not required to resit failed individual assignments or examinations as long as their overall aggregated mark within each course component is 50 or above. **There are five exceptions to this:**

*HCS6038 - Professional Practice 1.* Students must pass *all* sub-components of the Professional Practice module to progress to Level Two.

*HCS6415 Key Clinical Topics 1* – Students must pass *both* components in order to pass the module overall and engage with an online activity for the dysphagia component.

*HCS6416 Key Clinical Topics 2* – Students must pass all components in order to pass the module overall.

*HC6417- Professional Practice 2* – Students must pass *both* the written portfolio for the motor speech disorders placement *and* the client based assignment for the pre-schools placement in order to pass the module overall. Students must also receive a pass on both of their Practice Educator reports to progress, even if they pass the assignments.

*HCS6418 Professional Practice 3* - Students must receive a pass on *both* of their Practice Educator reports *and* the clinical video exam to pass the module overall.

**All of the clinical placement elements of the Professional Practice modules need to be passed to progress to the Clinical Video Exam at the end of Level 2.**

The programme includes two formative modules, meaning they do not carry marks: *Language, Cognition and Communication in Adults 1* and *Participation and Society*. Although these components do not bear marks, students must complete all associated tasks to progress through the programme. In the case of *Language, Cognition and Communication in Adults 1*, this unit must be completed prior to commencing *Language, Cognition and Communication in Adults 2* in semester 2. *Participation and Society* must be completed in order for students to progress to level 2.

### **Final marks**

On passing all components, students' final marks are calculated by taking a straight average (mean) of all mark-bearing course components. Students with a mean mark of 59.5 or higher will be awarded MMedSci (Speech and Language Therapy) with Merit. Students with a mean mark of 69.0 or higher will be awarded MMedSci (Speech and Language Therapy) with Distinction.

In addition, students are able to achieve distinction in two of the course themes: Professional Practice and Research Methods. A mean mark of over 69.0 across the modules which comprise these themes is recognised on this letter as a Distinction in that given theme.

### **Exit Award**

A student who fails to complete the MMedSci will not be eligible for the award of a MMedSci (Speech and Language Therapy) degree. If the student has sufficient credits they may be eligible to receive a non-clinical MSc or PGDiploma subject to approval from the University of Sheffield.

## 9. Student Conduct and Preparation for Clinical Practice

### Registering with the Health and Care Professions Council (HCPC).

Successful completion of this programme provides eligibility to apply for registration with the Health and Care Professions Council (HCPC). It is a legal requirement that anyone who wishes to practise using a title protected by the Health and Social Work Professions Order 2001 is on the HCPC Register. For more information, please see the HCPC website at [www.hcpc-uk.org](http://www.hcpc-uk.org). The MMedSci (Speech and Language Therapy) has HCPC approval and accreditation from the Royal College of Speech and Language Therapists (RCSLT).

### Health Requirements

All students should be in sufficiently good health to be able to comply with the programme requirements, with reasonable adjustments and support where necessary.

### Disability

Physical or sensory disability or mental health difficulties, and long term health conditions do not preclude a student from entering onto and completing a speech and language therapy degree programme, so long as the student can meet the learning outcomes of the programme. Higher Education Institutions (HEIs) are required to comply with the Equality Act (2010) in respect of providing support and making reasonable adjustments for students with additional needs. RCSLT publishes guidance for students with disabilities and other guidance on health and disability issues is available from the HCPC. Appendix 1 details the process for students with a disability or long term health condition undertaking placements on the MMedSci. Appendix 2 provides a flowchart depicting the process of disclosure and communications following this.

### Mandatory Attendance

Attendance is monitored by the University of Sheffield ([UoS Attendance Policy](#)) and by the School of AHPNM which has a policy on attendance monitoring for clinical students. This is to ensure equity of treatment across the whole student population and enable attendance monitoring to be an effective tool for identifying any problems at an early stage and offering students appropriate support. The School is therefore required to monitor attendance and review engagement with the programme of study, for all students.

The BMedSci and MMedSci Speech and Language Therapy programmes lead to professional qualifications. As such attendance at lectures, seminars, tutorials and clinical placements is compulsory for all clinical students. Records of attendance are taken at all classes and during your clinical placements. Students can be recorded as present, as authorised absent or as unauthorised absent.

If students have any short term absence from classes (e.g. due to illness, personal problems etc.) they must inform the Module Coordinator and complete the [HCS Absence Reporting Form](#).

### **AUTHORISED ABSENCE - fill in**

Attendance on clinical placements is also mandatory. If you have a short-term absence from a clinical placement (e.g. due to illness, personal problems etc.) or an ongoing problem you should inform your Practice Educator, the AHPNM Clinical Placement Team [ahpnm-placements@sheffield.ac.uk](mailto:ahpnm-placements@sheffield.ac.uk) and the Module Coordinator, and complete the [HCS Absence Reporting Form](#). On placement, PEs are requested to report any unexplained student absence or persisting absence (1 unexplained or 2 explained absences or more) to the School of AHPNM. Any clinical hours missed should be made up within the impacted placement. You will need to contact your Practice Educator to ask if this is possible, and to arrange alternative dates. Where this is not possible you should contact your Placement Module Coordinator to discuss alternative options.

Attendance will be monitored and used to assess if a student is engaged in their studies. AHPNM will use a system of QR codes for taking attendance. Therefore, students must ensure that they attend taught sessions with a mobile phone or some other means of accessing the attendance monitoring system via QR code. If this is likely to be problematic for you, please let your Programme Director know so that we can put an alternative system in place for you.

A student will automatically be counted as engaged with their studies on a module so long as

- i. they attend at least 75% of the classes (lectures, seminars, tutorials, workshops, clinical placement) for a module and
- ii. they hand in assessed coursework as required in time for deadlines (taking into account any extensions granted) and
- iii. they attend any examination associated with the module, unless their absence has been authorised.

A student will automatically be counted as not engaged with their studies on a module if

- i. they miss more than 25% of the classes (lectures, seminars, tutorials, workshops, clinical placement) for a module without authorisation or explanation or
- ii. they fail to hand in a compulsory piece of coursework without authorisation or reasonable explanation or
- iii. they fail to attend an examination without authorisation or reasonable explanation

If appropriate, lack of engagement will result in the School notifying the Engagement and Progress Team in the Student Administration Services, and there may be issues arising from this for on-going completion of the programme.

The cases of students who are not automatically counted as engaged or as not engaged with their studies on a module will be considered via a School review process. This will determine whether the student is recorded as Engaged or Not-Engaged at each of the biannual Attendance Check Points run by the University's central administration.

Consideration will be given during that process to issues such as the following

- Are there a number of consecutive unauthorised absences?
- Is there a continuous period of unauthorised absence?
- Are there a number of sporadic unauthorised absences? If so, how many are there, and what is their frequency/timing?
- Is any non-attendance coupled with late submission/non-submission of coursework?



- Have any formal examinations been missed?
- Is lack of attendance/engagement impacting on learning/academic progress?

Any student who is counted as not-engaged with just one of their HCS modules will normally be recorded as not-engaged overall at the appropriate University Attendance Check Point.

The Engagement and Progression Team will review the checkpoint data and take follow up action in cases where lack of engagement or non-engagement has been reported by the School, e.g., referral to support services, formal action by the School/Faculty (e.g., Fitness to practise review), deemed withdrawal proceedings, reporting to UKVI for non-engagement (Tier 4 overseas students only).

Please note that records of attendance are kept by the University, a summary of this information is recorded on student records, and this information is used when writing references. Potential employers standardly ask about patterns of attendance when requesting references.

### **Completion of Requisite Placement Hours**

In line with the RCSLT curriculum guidelines and the Standards of Education and Training (SETs) from the HCPC, all students on the MMedSci must complete a minimum of 150 placement sessions where a session is 3.75 hours on average. This is mandatory for all students.

### **Programme Completion**

In line with the RCSLT curriculum guidelines and the SETs from HCPC, there is a maximum time limit within which all students are expected to complete the programme. This is in order to preserve academic and clinical coherence. This is 3 years for the MMedSci.

### **Mandatory Pre-Placement Training**

Every year of the MMedSci, students have to complete mandatory pre-placement training in the areas of Data Security Awareness, Equality, Diversity and Human Rights, Preventing Radicalisation, Fire Safety, Health, Safety and Welfare, Safeguarding Adults, Safeguarding Children and Young People, Conflict Resolution, cardiopulmonary resuscitation (CPR), Infection Control, Manual Handling. This training will be delivered via online and face to face training. Students can only undertake placements if they complete this annual training. Some services will also ask students to complete additional mandatory pre-placement training as specified by that local NHS organisation and students must comply with this.

### **Fitness to Practise**

Students are required to be 'fit to practise'. Where a student is considered not 'fit to practise', the School will initiate a fitness to practise review of the student. The University of Sheffield guidance on Fitness to Practise, Health Requirements Regulations and Unsatisfactory Progress and Faculty Student Review

<https://students.sheffield.ac.uk/support-hub/course/pressures#Fitness-to-practice>

## 10. Component Outlines

**Please note:** While the information below provides an overall guide to content and delivery, students are advised to refer to module information on Blackboard as well as the full assessment schedule (to be provided in semester 1) for full and up to date information.

### MMedSci Year One

<i>Code and name</i>	HCS6308 Professional Practice 1
<i>Co-ordinator</i>	Dr Emma Gregory
<i>Semester</i>	Academic Year
<i>Teaching methods</i>	Lectures; Seminars; Clinical placements; Self-directed study
<i>Outline &amp; Aims</i>	This module aims to introduce the student to their first experience of clinical placements across paediatric and adult clients across the calendar year. Students learn about the clinical methods and skills required for these placements as well as developing their inter-personal and professional competencies. Students will be enabled to: apply their emerging theoretical knowledge of communication and its disorders to working with children and adults with communication impairments; develop knowledge of and ability to reflect on their professional development; become familiar with the everyday assessment and intervention approaches required to work clinically with children and adults with communication impairments. Placements comprise: 1) an external paediatric observational placement; 2) the Small Talk placement in the in-house HCS clinic; 3) an audiology placement 4) an acute hospital orientation; 5) a conversational partners placement with adult clients; and 6) two block placements in the summer vacation, one with paediatric clients and one with adult clients.
<i>Learning outcomes</i>	By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>• Successfully engage in observational and supervised placements across paediatric and adult clients</li> <li>• Apply emerging theory of communication impairments to working with adults and children with communication impairments</li> <li>• Reflect on personal and professional issues arising within the clinical placement environment</li> <li>• Apply practical everyday assessment and intervention methods.</li> </ul>
<i>Assessment</i>	1x portfolio assignment; 1x case based assignment; Practice Educator reports
<i>Theme(s)</i>	♦ Professional Practice; ♦ Key Clinical Topics

<i>Code and name</i>	HCS6303 Speech and Hearing Science
<i>Co-ordinator</i>	Dr Ben Rutter
<i>Semester</i>	Academic Year
<i>Teaching methods</i>	Lectures; problem solving seminars.
<i>Outline &amp; Aims</i>	This module covers key concepts related to the scientific study of speech and hearing. There will be three broad areas covered within the module: articulatory phonetics, acoustic phonetics, and hearing science. The module will teach concepts relevant to the study of speech and hearing in both healthy and clinical populations. The unit specifically aims to: equip students with knowledge in advanced

	articulatory phonetics; equip students with knowledge in acoustic phonetics; equip students with knowledge in hearing science.
<i>Learning outcomes</i>	By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>• Describe and discuss advanced topics in phonetics related to phonation, voice onset time and connected speech processes.</li> <li>• Describe and discuss phonological processes in speech development.</li> <li>• Describe and discuss the acoustic phonetic characteristics of speech for both healthy and clinical populations.</li> <li>• Conduct basic acoustic analysis of speech samples from healthy and clinical populations.</li> <li>• Describe and discuss hearing impairment in children and adults, including diagnosis, assessment and management.</li> <li>• Demonstrate the impact of paediatric and adult hearing impairment on the communication, emotional well-being, education, employment and quality of life of individuals and their families.</li> </ul>
<i>Assessment</i>	Two 1,500 word assignments, one on speech, one on hearing.
<i>Theme(s)</i>	◆ Biomedical Sciences; ◆ Communication

<i>Code and name</i>	HCS6305 Introduction to Practical Linguistics
<i>Co-ordinator</i>	Dr Traci Walker
<i>Semester</i>	Academic year
<i>Teaching methods</i>	Lectures; Tutorials; Guided independent learning
<i>Outline &amp; Aims</i>	This unit introduces students to the practical study of linguistics - that is, learning linguistic concepts and terminology for use in e.g., speech & language therapy, education, psychology. The unit focuses on the following subfields of linguistics: phonetics, morpho-phonology, semantics, and syntax. Students will learn the practical skill of IPA (The International Phonetic Alphabet) transcription and be able to use the symbols of the IPA to produce phonemic English transcriptions as well as transcribe the full range of non-English sounds. With regard to syntax and semantics, the module emphasises relating descriptions of the structure of language to the uses/functions that language is put to, as well as how the study of typical language use can inform our understanding of language impairment.
<i>Learning outcomes</i>	By the end of this module students will be able to: <ul style="list-style-type: none"> <li>• Explain phoneme theory, and produce phonemic transcriptions of English.</li> <li>• Transcribe a range of non-English sounds using the principles of the IPA. Carry out a simple morphological analysis including identifying roots, affixes, and distinguishing markers of inflectional and derivational morphology.</li> <li>• Use the appropriate technical vocabulary from both semantic and syntactic theory to describe the structure of words and sentences.</li> <li>• Describe the various parts of speech and how they combine in phrases.</li> <li>• Describe the elements of the clause and various clause types, and discuss the importance of the clause in functional accounts of language.</li> </ul>
<i>Assessment</i>	Assessed via two examinations: one 1-hour real-time transcription test using IPA symbols and one online MCQ exam.
<i>Theme(s)</i>	◆ Communication

<i>Code and name</i>	HCS6310 Language, Cognition and Communication in Adults 1
<i>Co-ordinator</i>	Carla Rohde
<i>Semester</i>	Autumn
<i>Teaching methods</i>	Online study supported by seminars
<i>Outline &amp; Aims</i>	This module introduces students to theoretical accounts of language, cognition and communication in adults. It provides conceptual frameworks and a detailed elementary coverage of the following areas: the communication chain, verbal and non-verbal communication, conversation analysis, grammar, vocabulary, multilingualism, attention, memory and executive function. It also introduces students to the impact of ageing on the above domains, and the impact of stroke, traumatic brain injury and progressive degenerative conditions on language and cognition. It aims to equip students with conceptual and terminological frameworks which underpin research in these areas.
<i>Learning outcomes</i>	<ul style="list-style-type: none"> <li>• Define and describe language in adult speakers (including vocabulary and grammar, and issues of bi-/multi-lingualism)</li> <li>• Define and describe cognition in adult speakers including aspects such as attention, memory and executive function)</li> <li>• Define and describe communication in adult speakers (include adults' abilities to engage in meaningful and coherent conversation and in other forms of communication)</li> <li>• Show knowledge of the relationship between language, cognition and communication in adult speakers</li> <li>• Apply theoretical models and conceptual frameworks to the understanding of language, language, cognition and communication and their inter-relation</li> <li>• Describe the impact of normal ageing on language, cognition and communication in adults</li> <li>• Describe the impact of neurological damage on language, cognition and communication in adults</li> <li>• Show an ability to understand transcriptions of language and communication and to analyse samples of language and communication in adults</li> </ul>
<i>Assessment</i>	This module will be delivered as part of a non-assessed learning block involving compulsory formative activities.
<i>Theme(s)</i>	♦ Communication

<i>Code and name</i>	HCS6306 Language, Cognition and Communication in Adults 2
<i>Co-ordinator</i>	Professor Ray Wilkinson
<i>Semester</i>	Spring
<i>Teaching methods</i>	Lectures and problem-solving workshops
<i>Outline &amp; Aims</i>	The module provides an overview of the impact on language and cognition, and hence on communication, of the acquired neuropathological conditions of stroke, dementia and TBI in adults. It relates site and type of neuropathology to resulting symptoms of linguistic and cognitive deficits. Explanations for the resulting impact on communication are drawn from analysis of deficits in language and cognition. It addresses the methods used to assess language cognition

	and communication in adults, and differential diagnosis. Critical information required for the purposes of identification of therapeutic aims is identified. The degree to which theories account for the existing data and explain clinical data is addressed.
<i>Learning outcomes</i>	By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>• Critically evaluate theoretical models of language, communication and cognition in adults.</li> <li>• Critically evaluate the assessment and diagnosis of language communication and cognitive function subsequent to neurological damage including differential diagnosis of impaired function.</li> <li>• Appraise conceptual frameworks of language, communication and cognition as a foundation for future related modules.</li> <li>• Describe and discuss in their own words the material covered in the unit.</li> </ul>
<i>Assessment</i>	Written assignment: two x 750 word essay questions from a choice of four
<i>Theme(s)</i>	♦ Communication

<i>Code and name</i>	HCS6302 Speech, Language, Communication and Literacy Development in Children
<i>Co-ordinator</i>	Dr Özge Öztürk
<i>Semester</i>	Autumn
<i>Teaching methods</i>	Lectures; tutorials; self-directed learning
<i>Outline &amp; Aims</i>	This module will cover children's development of speech, language, communication and literacy from 0 – 18 years. It addresses the following topics: speech sound / phonological development, language production and comprehension, development of pragmatics abilities, psycholinguistic models; early literacy development, the associations between speech, language and literacy, theoretical models of literacy development, understanding drivers and competing theories of how children learn language, bilingualism and the impact on language learning. The teaching will cover developmental norms and trajectories. It will also cover factors which influence typical development. The theoretical basis of the topic will be considered from a multidisciplinary perspective, covering psychology, education, sociolinguistics, and linguistics.
<i>Learning outcomes</i>	By the end of the unit, students will: <ul style="list-style-type: none"> <li>• Be able to describe milestones of typical development in relation to speech, language, communication and literacy.</li> <li>• Describe factors which influence typical development in the above areas.</li> <li>• Discuss multidisciplinary theories of how children learn to talk, understand, read and write.</li> <li>• Describe the associations between speech, language and literacy skills.</li> <li>• Apply psycholinguistic frameworks to examples of children's speech, language and literacy.</li> </ul>
<i>Assessment</i>	1.5 hour examination
<i>Theme(s)</i>	♦ Communication

<b>Code and name</b>	<b>HCS6309 Participation and Society</b>
<b>Co-ordinator</b>	Hattie Powis
<b>Semester</b>	Academic year
<b>Teaching methods</b>	Seminars and online study
<b>Outline &amp; Aims</b>	This module aims to introduce students to issues related to understanding persons as individuals, and as members of society. Content includes: theoretical models of disability; psychosocial impact of disability across the lifespan; concepts of self and identity; concepts of attitudes and their measurement; health beliefs and behaviours and the role of gender, socioeconomic and cultural factors in healthcare and education. Students will be encouraged to reflect on their own experiences, attitudes and interpersonal skills in the context of their impact on interactions with clients, their families and other professionals.
<b>Learning outcomes</b>	By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>• Compare and contrast models of disability e.g. Medical, Social, and biopsychosocial.</li> <li>• Discuss the implications of communication or sensory impairment on individuals' psychosocial outcomes and quality of life across the lifespan.</li> <li>• Describe factors which affect self-concept.</li> <li>• Examine measurement approaches for evaluation of attitudes and self-perception in people with disabilities.</li> <li>• Discuss models of health behaviour and behaviour change and describe the role of the individual and the professional in behaviour change.</li> <li>• Critically evaluate ethnicity, gender and socioeconomic issues to the health and education context.</li> <li>• Use research evidence to support arguments in academic writing.</li> <li>• Modify their communication to make it accessible for lay people and other professionals.</li> </ul>
<b>Assessment</b>	Formative activities including case-based learning, self-reflection and critical appraisal.
<b>Theme(s)</b>	♦ Participation and Society

<b>Code and name</b>	<b>HCS6304 Developmental Disorders of Communication</b>
<b>Co-ordinator</b>	Dr Judy Clegg
<b>Semester</b>	Autumn
<b>Teaching methods</b>	Lectures
<b>Outline &amp; Aims</b>	This modules gives a detailed theoretical overview of the speech, language, communication and literacy difficulties found in developmental disorders of communication including learning disability, autism spectrum disorders, developmental language disorder, dyslexia, syndromes of learning disability such as Down Syndrome, cleft lip and palate and behavioural, emotional and social difficulties. The module examines developmental disorders of communication in children and adolescents from theoretical and clinical perspectives. The psychosocial impact of developmental disorders of communication on the lives of children and adolescents with respect to issues of education, behaviour and social development is addressed. Parents and carers of children with developmental disorders of communication offer their perspectives and experiences. This approach enables



	students to understand the impact of developmental disorders of communication on the lives of children and adolescents and their families and/or carers. The unit also aims to prepare students with the skills to apply the above theoretical frameworks to real life examples of children and adolescents with developmental disorders of communication.
<i>Learning outcomes</i>	By the end of this module students should be able to: <ul style="list-style-type: none"> <li>• Describe in detail the range of developmental disorders of communication (including literacy) identified in children and adolescents;</li> <li>• Evaluate the theory underlying developmental disorders of communication (including literacy);</li> <li>• Apply the above theoretical frameworks to real life examples of children and adolescents with developmental disorders of communication to further students' understanding of communication impairment;</li> <li>• Recognise the psychosocial and educational implications of developmental disorders of communication on the lives of the individual and their families and/or carers.</li> </ul>
<i>Assessment</i>	A 1500 word written assignment, and a 1 hour online multiple choice exam.
<i>Theme(s)</i>	♦ Communication

<i>Code and name</i>	HCS6307 Research Methods and Statistics
<i>Co-ordinator</i>	Dr Stuart Cunningham
<i>Semester</i>	Spring
<i>Teaching methods</i>	Lectures and tutorials
<i>Outline &amp; Aims</i>	This module is designed to introduce students to research methods and data analysis techniques through a series of lectures and small-group workshops. The aim of this unit is to provide students with the opportunity to develop in-depth knowledge about statistical techniques and employ these through the use of practical examples and data collection exercises. Topics covered will include (1) an introduction to research methods and the research process (2) formulating research questions and hypotheses (3) descriptive statistics and presenting data (4) samples and population distributions and (5) statistical tests (e.g., parametric and nonparametric tests; correlational analyses) (6) qualitative methods (7) principles of psychometrics (8) reliability, validity and effect sizes. This equips students with practical skills to design and conduct research studies. Students are supported to develop the ability to apply critical thinking to inform and communicate professional judgement.
<i>Learning outcomes</i>	At the end of the course, students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate a general definition of research design.</li> <li>• Explain the primary characteristics of quantitative and qualitative research.</li> <li>• Distinguish between a research question or hypothesis, and research objective.</li> <li>• Choose, demonstrate and provide a rationale for the use of appropriate statistical tests and measures.</li> <li>• Use SPSS.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate the ability to organise and utilise different statistical methods and tools.</li> <li>• Critically evaluate research in the behavioural sciences and identify design and methodological flaws</li> <li>• Present the outcomes of statistical analyses correctly in both graphical and text form.</li> <li>• Demonstrate the processes involved in the design and evaluation of assessment techniques, including test construction, validity and reliability.</li> </ul>
<i>Assessment</i>	4 sets of MCQs and a 1500 word assignment
<i>Theme(s)</i>	♦ Research Methods

<i>Code and name</i>	HCS6301 Biomedical Sciences
<i>Co-ordinator</i>	Dr Helen Colley (School of Clinical Dentistry/Department of Biomedical Sciences) and Hattie Powis (HCS link)
<i>Semester</i>	Academic Year
<i>Teaching methods</i>	Lectures; e-learning; self-directed learning; small-group tutorials.
<i>Outline &amp; Aims</i>	<p>This component aims to provide students with a foundation knowledge in anatomy, physiology and neurobiology, relevant both to subsequent specialist learning on the course and practice as a speech and language therapist. The module specifically aims to:</p> <ul style="list-style-type: none"> <li>• Introduce the normal structure of bodily tissues, organs and systems involved in speech and language.</li> <li>• Introduce the application of this knowledge to clinical practice</li> <li>• Facilitate students in providing explanations of normal structure and function to clients and /or their relatives in simple terms.</li> <li>• Introduce medical terminology to enable understanding of clinical case notes, referral letters and other written and verbal communications from fellow health professionals, and communication in writing and orally with fellow health professionals using appropriate terminology.</li> </ul>
<i>Learning outcomes</i>	<p>At the end of the course, students will be able:</p> <ul style="list-style-type: none"> <li>• To demonstrate an understanding of normal structure and function of systems, related to the production of speech and language.</li> <li>• To predict the consequences of damage and disease on bodily function and the production of speech and language.</li> <li>• To explain normal structure and function to clients in simple terms.</li> <li>• To understand and interpret medical terminology in appropriate contexts.</li> </ul>
<i>Assessment</i>	1x 2 hour structured examination (end of Spring semester)
<i>Theme(s)</i>	♦ Biomedical Sciences

<i>Code and name</i>	HCS6415 Key Clinical Topics 1
<i>Co-ordinator</i>	Dr Caroline Haw
<i>Semester</i>	Academic Year
<i>Teaching methods</i>	Lectures; Seminars; Self-directed study; Formative learning activities
<i>Outline &amp; Aims</i>	This module aims to equip students with the theoretical knowledge of a range of specific clinical topics in speech and language therapy. These



	<p>topics include motor speech disorders, voice disorder, dysphagia and neurology across child and adult populations. The themes of assessment, intervention, evidence-based practice, standards of practice and clinical ethics and inter-disciplinary working will underpin these topics and enable integration across the topics. Specific aims:</p> <ul style="list-style-type: none"> <li>• To enable the student to gain theoretical understanding of a range of key clinical topics in communication and its disorders.</li> <li>• To equip the student with theoretical knowledge and clinical skills required for assessment, intervention, evaluation and therapeutic management in adults and children across motor speech disorders, voice disorders, dysphagia, and neurology.</li> <li>• To enable the student to recognise the influence of situational contexts on the above clinical topics.</li> <li>• To enable the student to understand and critique the evidence base in the above key clinical topics and to apply evidence-based practice to their own professional practice.</li> </ul>
<i>Learning outcomes</i>	<p>By the end of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an in-depth knowledge of key clinical topics in communication and its disorders (in relation to children and adults with motor speech disorders, voice disorders, dysphagia and other neurological impairment impacting on communication and swallowing, and be able to apply this to all aspects of understanding and working with clients with communication disorders.</li> <li>• Discuss the influence of situational contexts on the lives of clients with communication disorders.</li> <li>• Be able to access and describe the evidence base in the key clinical topics and start to apply this to their own professional practice.</li> <li>• Be able to start to use knowledge of speech and language therapy to plan assessment and intervention with people with the above communication disorders within multidisciplinary teams.</li> </ul>
<i>Assessment</i>	Two 2000 word case based assignments. Assignments are equally weighted. Both must be passed in order to pass the module overall. One formative online quiz for dysphagia (UNDER REVIEW)
<i>Theme(s)</i>	◆ Key Clinical Topics; ◆ Biomedical Sciences; ◆ Participation and Society; ◆ Communication; ◆ Professional Practice

<i>Code and name</i>	HCS6416 Key Clinical Topics 2
<i>Co-ordinator</i>	Jonathan Smyth
<i>Semester</i>	Academic Year
<i>Teaching methods</i>	Lectures; Seminars; Self-directed study; Formative learning activities
<i>Outline &amp; Aims</i>	<p>This module aims to equip students with the theoretical knowledge of a range of specific clinical topics in speech and language therapy. These topics include fluency, learning difficulties, mental health, dementia and neurology across child and adult populations. The themes of assessment, intervention, evidence based practice, standards of practice and clinical ethics, and multi-disciplinary working will underpin these topics and enable integration across the topics. More specific aims are to:</p> <ul style="list-style-type: none"> <li>• Enable the student to gain theoretical understanding of a range of key clinical topics in communication and its disorders;</li> </ul>

	<ul style="list-style-type: none"> <li>Equip the student with theoretical knowledge and clinical skills required for assessment, intervention, evaluation and therapeutic management of adults and children across the key clinical topics of fluency, mental health, learning difficulties, dementia and neurology</li> <li>Enable the student to understand and critique the evidence base in the above key clinical topics and to use this in effective clinical decision making</li> </ul>
<i>Learning outcomes</i>	<ul style="list-style-type: none"> <li>Discuss key clinical topics in communication and its disorders and be able to apply this to all aspects of understanding and working with clients with communication disorders;</li> <li>Critique and apply the evidence base in the key clinical topics to clients with communication impairments in their effective clinical decision making.</li> </ul>
<i>Assessment</i>	1. Stammering: 1200 word assignment 2. Counselling Skills and Mental Health in the SLT Context: 1 hour exam 3. Speech and Language Therapy intervention: 2000 word assignment. <u>All components must be passed in order to pass the module overall.</u>
<i>Theme(s)</i>	♦ Key Clinical Topics; ♦ Biomedical Sciences; ♦ Participation and Society; ♦ Communication; ♦ Professional Practice

<i>Code and name</i>	HCS6411 Language Analysis: Sound and Structure
<i>Co-ordinator</i>	Dr Ben Rutter
<i>Semester</i>	Spring
<i>Teaching methods</i>	Tutorials; Guided independent learning
<i>Outline &amp; Aims</i>	This module builds on the linguistic knowledge gained in Introduction to Practical Linguistics, applying and honing students' phonetic observation skills using clinical data. Training will focus on the use of extIPA Symbols for Disordered Speech ExtIPA and VoQS (Voice Quality Symbols), as well as introduce phonological concepts relevant to clinicians such as syllable structure, prosodic structure, and dialectal differences within a language.
<i>Learning outcomes</i>	By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>Describe and discuss the clinical applications of practical phonetics and phonology.</li> <li>Apply the symbols of extIPA and VoQS.</li> <li>Use appropriate diagrams to describe the physical attributes of articulation and the role of timing in achieving articulatory targets</li> <li>Describe and transcribe plosive release types, secondary articulations, and non-modal voice qualities.</li> <li>Explain the concept of syllable and how it organises phonetic output.</li> <li>Transcribe intonation, prosody and voice quality.</li> </ul>
<i>Assessment</i>	One 2,500 word data analysis assignment
<i>Theme(s)</i>	♦ Communication

<i>Code and name</i>	HCS6413 Evaluating the Evidence base in Speech and Language Therapy I: Principles and Methods
<i>Co-ordinator</i>	Dr Stuart Cunningham
<i>Semester</i>	Autumn

<i>Teaching methods</i>	Lectures; Tutorials; Self-directed learning
<i>Outline &amp; Aims</i>	<p>This module introduces the principles and methods of evidence-based clinical practice. Students will (1) critically evaluate the methodological quality of the research using evidence-based practice and (2) apply these conclusions to clinical practice. The aims are to provide students with the skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Ask answerable questions derived from clinical practice;</li> <li>• Search appropriate databases to find research literature;</li> <li>• Appraise research evidence.</li> </ul>
<i>Learning outcomes</i>	<p>At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop information skills needed for evidence-based practice, including searching for relevant and high quality literature using specialised bibliographic databases;</li> <li>• Search the literature for evidence-based research that addresses specific research questions;</li> <li>• Demonstrate a comprehensive and critical awareness of the concept and nature of evidence and how evidence is used to create and interpret knowledge within language and communication sciences;</li> <li>• Communicate the complex ideas associated with evidence based practice to a non-specialist audience;</li> <li>• Apply evidence to practice taking into account published research literature.</li> </ul>
<i>Assessment</i>	4 sets of MCQs and one assignment.
<i>Theme(s)</i>	♦ Research Methods; ♦ Key Clinical Topics; ♦ Communication

<i>Code and name</i>	HCS6414 Evaluating the Evidence base in Speech and Language Therapy II: Clinical Dissertation
<i>Co-ordinator</i>	Professor Patricia Cowell
<i>Semester</i>	Spring
<i>Teaching methods</i>	Lectures; Tutorials; Self-directed study
<i>Outline &amp; Aims</i>	<p>Building on the skills and knowledge acquired in Evaluating the evidence base in speech and language therapy I: Principles and Methods, this module will enable students to further develop their knowledge of research methodology appropriate to the study of language and communication. Students will also gain an enhanced understanding of appropriate approaches to research design for evidence based practice. The aim of this module is to provide students with the skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Ask answerable questions derived from clinical practice;</li> <li>• Appraise research evidence;</li> <li>• Apply suitable evidence in practice;</li> <li>• Develop the skills to formulate a problem into an answerable format;</li> <li>• Critically discuss the skills required to implement evidence in practice.</li> </ul>
<i>Learning outcomes</i>	<p>At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss ethics within the context of evidence and the application to practice;</li> <li>• Identify research questions relating to language and communication science and design appropriate research approaches for data collection and analysis for these research questions;</li> </ul>

	<ul style="list-style-type: none"> <li>• Critically explore ethical issues for the conduct of research and application of research evidence to speech and language practice;</li> <li>• Demonstrate a critical understanding of appropriate research design and methods</li> </ul>
<b>Assessment</b>	Dissertation
<b>Theme(s)</b>	♦ Research Methods; ♦ Key Clinical Topics; ♦ Communication

<b>Code and name</b>	HCS6417 Professional Practice 2
<b>Co-ordinator</b>	Dr Catherine Tattersall
<b>Semester</b>	Academic Year
<b>Teaching methods</b>	Lectures; Seminars; Clinical placement; Self-directed study
<b>Outline &amp; Aims</b>	This module aims to consolidate students' clinical skills through two long supervised block placements across children and adult clients in semesters 1 and 2. Through these supervised placements, students will develop their professional skills and practice to become more independent practitioners. Students will integrate their theoretical knowledge and understanding of key clinical topics and skills into their clinical practice. Students complete a pre-school/schools based placement working with children with communication impairments in Sheffield and a motor speech disorders group placement working with adults with acquired communication impairments in the HCS clinic.
<b>Learning outcomes</b>	By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate clinical skills to successfully engage in supervised placements across paediatric and adult clients;</li> <li>• Apply emerging theory of communication impairments to working with adults and children with communication impairments;</li> <li>• Reflect on personal and professional issues arising within the clinical placement environment;</li> <li>• Identify and apply practical everyday assessment and intervention methods.</li> </ul>
<b>Assessment</b>	Practice Educator Reports for each of the two placements. A 2000 written portfolio for the motor speech disorders placement (50%) and a 2000 word client based assignment for the pre-schools/schools Placement (50%). Students must pass all assessments to pass the module overall.
<b>Theme(s)</b>	♦ Professional Practice; ♦ Key Clinical Topics

<b>Code and name</b>	HCS6418 Professional Practice 3
<b>Co-ordinator</b>	Hattie Powis (placement) and Dee Webster (clinical video exam)
<b>Semester</b>	Academic Year
<b>Teaching methods</b>	Lectures; Seminars; Clinical placement; Self-directed study
<b>Outline &amp; Aims</b>	This unit aims to give students experience of supervised clinical practice across children and adults with communication impairments in order to prepare students for clinical work at a profession-entry level of independence and autonomy. Students complete two placements as follows: 1) a summer block placement with adult clients; and 2) a summer block placement with paediatric clients. Placements take place across the NHS, education and independent sector. Within placements, Students are assessed at the end of the placements to determine their ability to graduate as independent practitioners and work as newly qualified practitioners. The lectures and seminars provide background

	knowledge and preparation for the placements. The seminars include aspects of development additional personal student goals/aims for the placements (i.e., carrying out a specific formal assessment etc.). Students will be encouraged to refer to their overall course portfolio to support them in setting their individual goals. Students are provided a seminar before these placements start relating specifically to the clinical video exam.
<i>Learning outcomes</i>	By the end of the unit, students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate clinical skills to work with children and adults at a profession entry level.</li> <li>• Work independently and autonomously as a clinician at a profession entry level.</li> <li>• Be ready for profession-entry employment.</li> <li>• Be ready to register with the Health and Care Professions Council (HCPC).</li> </ul>
<i>Assessment</i>	Two Practice Educator Reports, one for each of the placements. A clinical video exam. This comprises a video observation of an unseen adult or paediatric client followed by a viva based on the video observation with clinically qualified staff from the School. Students must pass all assessments to pass the module overall.
<i>Theme(s)</i>	♦ Professional Practice; ♦ Key Clinical Topics

<i>Code and name</i>	HCS6412 Transition to Professional Autonomy
<i>Co-ordinator</i>	Dr Emma Gregory
<i>Semester</i>	Spring
<i>Teaching methods</i>	Lectures, seminars and group learning activities.
<i>Outline &amp; Aims</i>	This module aims to act as a bridge from the <i>Professional Practice</i> and <i>Key Clinical Topics</i> themes to the first employed clinical role. The module will address issues relevant to work in modern healthcare and education contexts such as: Employment (job hunting, CV writing and interview skills, support mechanisms, first posts, independent practice); The healthcare context (Ethics in clinical practice, Caseload management, Clinical governance, professional competencies and professional guidelines). The ultimate aims are to provide students with skills to secure employment and be prepared for an independent integrated professional role
<i>Learning outcomes</i>	By the end of the module students will be able to: <ul style="list-style-type: none"> <li>• Prepare for interview appropriately;</li> <li>• Demonstrate an understanding of relevant health, education, social and professional policies and procedures;</li> <li>• Demonstrate an understanding of the wider ethical, legal and cultural context relevant to healthcare;</li> <li>• Demonstrate an awareness of the complex factors influencing caseload management, e.g., government policies, ethics, clinical considerations, resource prioritisation etc.</li> <li>• Demonstrate an understanding of integration with other relevant agencies.</li> </ul>
<i>Assessment</i>	A 2500 word assignment which completes the clinical portfolio which will have been compiled over the duration of the programme.
<i>Theme(s)</i>	♦ Key Clinical Topics; ♦ Professional Practice

## 11. Useful Information for MMedSci (Speech and Language Therapy) Students

### Relevant Local Education Training Boards (LETBs)

Health Education East Midlands	–
<a href="https://www.eastmidlandsdeanery.nhs.uk/">https://www.eastmidlandsdeanery.nhs.uk/</a>	
Health Education Yorkshire and Humber	–
<a href="https://www.yorksandhumberdeanery.nhs.uk/">https://www.yorksandhumberdeanery.nhs.uk/</a>	

### Key documents/information sources – evidence-based practice

National Institute for Health and Care Excellent (NICE) – <http://www.nice.org.uk>  
*This important organisation produces nationally-adopted clinical guidelines for the management of certain health conditions and clinical groups, using systematic review methodologies. You can search and download clinical guidelines from their website.*

NHS Evidence Search – <http://www.evidence.nhs.uk>  
*Search engine for Health and Social Care professionals, specifically relating to clinical research (i.e. research into the effectiveness of particular kinds of treatments across professions)*

Cochrane Library – <http://www.thecochranelibrary.com>  
*The world's leading producer of systematic reviews in relation to clinical practice. Search their site, and you will find a number relating to treatment approaches in speech and language therapy.*

### Key documents/information sources – SLT specific

HCPC Standards of Proficiency for Speech and Language Therapists –  
<https://www.hcpc-uk.org/standards/standards-of-proficiency/reviewing-the-standards-of-proficiency/>

HCPC Standards of Conduct, Performance and Ethics –  
<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

## 12. Course Regulations

### HCST35 MMEDSCI SPEECH AND LANGUAGE THERAPY (FT)

#### Year One

1. The programme of study will be pursued full-time for two calendar years.

2. There will be two examinations, the First Examination (in Level One) and the Final Examination (in Level Two).
3. A student who fails the First Examination may be permitted by the Faculty to resit the subjects failed on two occasions.
4. A student must pass the First Examination before proceeding to Level Two.
5. A student will attend *one hundred and fifty* sessions of Clinical Practice. A minimum of *one hundred* of which will be under the direct supervision of a qualified speech and language therapist and reflect diversity of clients by age, aetiology and complexity, as well as diversity of clinical settings and methods of intervention. The remaining *fifty* sessions will be clinical related.
6. A student will take:

HCS6302	Speech, Language, Communication and Literacy Development in Children	AUT SEM	0
HCS6304	Developmental Disorders of Communication	AUT SEM	0
HCS6310	Language, Cognition and Communication in Adults 1	AUT SEM	0
HCS6306	Language, Cognition and Communication in Adults 2	SPR SEM	0
HCS6307	Research Methods and Statistics	SPR SEM	0
HCS6301	Biomedical Sciences	ACAD YR	0
HCS6303	Speech and Hearing Science	ACAD YR	0
HCS6305	Introduction to Practical Linguistics	ACAD YR	0
HCS6308	Professional Practice 1	ACAD YR	0
HCS6309	Participation and Society	ACAD YR	0

7. All of the clinical placement elements of the Professional Practice module need to be passed to progress to Level Two
8. Students must complete HCS6309 Participation and Society (Academic Year) and HCS6310 Language, Cognition and Communication in Adults 1 (Autumn Semester) via self-study in formatively-assessed learning blocks.

## Level Two

9. A student will take:



HCS6413	Evaluating the Evidence Base in Speech and Language Therapy I: Principles and Methods	AUT SEM	0
HCS6411	Language Analysis: Sound and Structure	SPR SEM	0
HCS6412	Transition to Professional Autonomy	SPR SEM	0
HCS6414	Evaluating the Evidence Base in Speech and Language Therapy II: Clinical Dissertation	SPR SEM	0
HCS6415	Key Clinical Topics 1	ACAD YR	0
HCS6416	Key Clinical Topics 2	ACAD YR	0
HCS6417	Professional Practice 2	ACAD YR	0
HCS6418	Professional Practice 3	ACAD YR	0

10. For the following modules, all components must be passed and the overall module mark will not be capped if a student resits individual components: Professional Practice 1; Professional Practice 2; Professional Practice 3; Key Clinical Topics 1; Key Clinical Topics 2
11. All modules need to be passed. All of the clinical placement elements of the Professional Practice modules need to be passed to progress to the Final Examination. A student who fails clinical placement elements of the Professional Practice modules will be required to undertake a further period of clinical learning under conditions approved by the Head of Division.

### ***Appendix 1 – Placement Adjustment Plan***



**University of  
Sheffield**

School of  
Allied Health Professions,  
Nursing and Midwifery



**Human Communication Sciences**

The University of Sheffield

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S10 2TS

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Email: [hcs-support@sheffield.ac.uk](mailto:hcs-support@sheffield.ac.uk)

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

## Placement Adjustment Plan (PAP)

### Information for BMedSci/MMedSci (Speech and Language Therapy) Students with a disability and/or a long term health condition

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## **What is a speech and language therapy placement?**

Speech and language therapy placements are integral to both the BMedSci (Speech and Language Therapy) and MMedSci (Speech and Language Therapy) programmes. Each level of the programmes requires a student to complete a series of placements across a range of contexts in the NHS and independent sector. Placements on both programmes include schools, pre-schools/nurseries, hospitals, adult and child community settings and the Philippa Cottam Communication Clinic (PCCC) which is the in-house clinic in the School of Allied Health Professions, Nursing and Midwifery. Each placement has its own detailed placement handbook (one for the student and one for the Practice Educator/supervising speech and language therapist (SLT)). This handbook details the number of days or sessions a student must complete on the placement as well as the learning aims and outcomes to be achieved. Other important information is also included. All students must read the relevant placement handbook prior to commencing the placement.

Important points to note about the placements are as follows:

- A placement has a finite number of days/sessions that are required to be completed within a finite time period in order to enable successful completion of the placement.
- A placement is structured to provide the appropriate experience to meet the learning aims and outcomes for that placement. This means that a placement will consist of a series of clinical activities and experiences that will be set up by the Practice Educator to enable the student to progress through a placement to meet the learning aims and outcomes of the placement.
- Placements have to be successfully completed in the required order including the assessment components before commencing onto the next placement.
- Placements are a complicated activity to coordinate. Students on the two clinical courses are expected to complete placements (and therefore travel in and outside of Sheffield) in Sheffield and as far South as Mansfield and as far North as Doncaster. Areas include Sheffield, Chesterfield, Nottingham, Mansfield, Lincolnshire, Rotherham, Barnsley, Derbyshire and Doncaster.

## **What is a Placement Adjustment Plan?**

A Placement Adjustment Plan is a written document detailing the arrangements between a BMedSci (Speech and Language Therapy) or MMedSci (Speech and Language Therapy) student and the School of AHPNM in relation to any reasonable adjustments detailed on a student's Learning Support Plan (LSP) related to the student's participation in a speech and language therapy placement(s).

A student's Placement Adjustment Plan is used by the AHPNM School to approach SLT placement providers about the student's placement and the reasonable adjustments being requested. The placement provider will be asked to consider how the reasonable adjustments can be accommodated. There is a blank Placement Adjustment Plan in this document that a student can complete.

The Placement Adjustment Plan aims to:

- Identify the student's disability and/or long term health condition, and the support required for the student's participation in a speech and language therapy placement(s)
- Detail the reasonable adjustments requested by a student for a speech and language therapy placement(s)
- Explain if and how the student and the placement provider(s) will meet the requested reasonable adjustments
- Explain which reasonable adjustments are the responsibility of the student, and which are the responsibility of the placement provider
- Document an agreement between the student, the School and the placement provider in relation to the reasonable adjustments requested for a speech and language therapy placement(s)
- Support the student and the placement provider while the student completes the placement.
- Agree who the Placement Adjustment Plan can be shared with

### **Important Information about the BMedSci and MMedSci Programmes for Students with a disability and/or a long term health condition**

This is important information all students need to know when they are studying on the BMedSci (Speech and Language Therapy) and MMedSci (Speech and Language Therapy). The BMedSci (Speech and Language Therapy) and the MMedSci (Speech and Language Therapy) are pre-qualification programmes that lead to the qualification of a Speech and Language Therapist (SLT). When a student has successfully completed the BMedSci or the MMedSci, the student is then able to apply to register with the Health and Care Professions Council (HCPC) as an SLT. The profession of speech and language therapy is a protected profession accredited, approved and regulated by the Royal College of Speech and Language Therapists (RCSLT) and the HCPC. Both the BMedSci and the MMedSci programmes in terms of curriculum content, amount of placement completed, length of the programme and attendance must comply with the RCSLT and the HCPC.

Both the BMedSci and MMedSci programmes follow the Curriculum Guidelines set by the RCSLT and the Standards of Education and Training (SETs) set by the HCPC. These guidelines and SETs include:

#### **Health Requirements**

All students should be in sufficiently good health to be able to comply with the programme requirements, with reasonable adjustments and support where necessary.

#### **Disability**

Physical or sensory disability or mental health difficulties do not preclude a student from entering onto and completing a speech and language therapy degree programme, so long as the student can meet the learning outcomes of the programme. Higher Education Institutions (HEIs) are required to comply with the Equality Act (2010) in respect of providing support and making reasonable adjustments for students with additional needs. RCSLT publishes guidance for students with disabilities and other guidance on health and disability issues is available from the HCPC.

## **Mandatory Attendance**

Attendance on all taught sessions and placements is mandatory for all students. Therefore, all students must inform a member of the teaching staff if they are unable to attend a lecture/workshop/tutorial/other face to face teaching session. If a student continues to not attend, this will be followed up by a member of staff and there may be issues arising from this for on-going completion of the programme. Attendance on placement is mandatory and all students must inform both their Practice Educator (PE) and the School of any absence. If a student continues to not attend, this will be followed up by a member of staff and there may be issues arising from this for on-going completion of the programme.

## **Completion of Requisite Placement Hours**

In line with the RCSLT curriculum guidelines and the SETs from the HCPC, all students on both the BMedSci (Speech and Language Therapy) and the MMedSci (Speech and Language Therapy) must complete a minimum of 150 placement sessions (~560 hours of placement clinical experience, where a session is 3.75 hours on average). This is mandatory for all students.

## **Programme Completion**

In line with the RCSLT curriculum guidelines and the SETs from HCPC, there is a maximum time limit within which all students are expected to complete the programme. This is in order to preserve academic and clinical coherence.

For the BMedSci (Speech and Language Therapy), the maximum amount of time from entry to the programme until qualification is normally 7 years including all extensions to studies and leaves of absence.

For the MMedSci (Speech and Language Therapy), the maximum amount of time from entry to the programme until qualification is normally 3 years including all extensions to studies and leaves of absence.

## **Supporting a student with a disability and/or long term health condition**

The usual process for supporting a student with a disability and/or long term health condition on the BMedSci (Speech and Language Therapy) and the MMedSci (Speech and Language Therapy) is as follows:

A student discloses a disability and/or long term health condition through the admissions process, when he/she enters the programme or during the programme. Support can be put in place for a student prior to their entry onto the programme.

A student informs their Personal Tutor, the Course Director or the Director of Professional Education of this disability on entry to the programme.

A student accesses an assessment and/or support from the Disability and Dyslexia Support Service (DDSS) at the University of Sheffield. For students with mental health difficulties, access to DDSS will be via Student Access to Mental Health Support (SAMHS).

The DDSS complete a Learning Support Plan (LSP) with the student which is shared with the Disability Liaison Officer (DLO) and relevant staff in the School. Relevant staff would usually

include the Personal Tutor, the Course Director and the Director of Professional Education as well as relevant module co-ordinators and Clinic Coordinator.

A meeting may then be arranged between the student and the Clinic Coordinator. A representative from DDSS can be present if requested by the student, and relevant staff from the School (for example the Course Director, Personal Tutor, DLO and Director of Professional Education) may be present if required. The aim of this meeting is to discuss the LSP with respect to the student's academic programme.

Where a speech and language therapy placement(s) requires consideration of requested reasonable adjustments, the meeting would also specifically review the reasonable adjustments required for placements in line with the requirements from RCSLT and HCPC detailed earlier in this document.

From the meeting, the Placement Adjustment Plan is finalised and agreed between all parties. The placement plan details the reasonable adjustments agreed in line with the student's LSP and the support to be put in place.

This Placement Adjustment Plan is then used to approach placement providers to ask them to consider the reasonable adjustments in the placement(s) they are offering to the student. The School will then send an anonymised version of the Placement Adjustment Plan to potential placement providers. If it is not possible to accommodate the reasonable adjustments, then an alternative placement provider will be contacted.

If only some of the reasonable adjustments can be accommodated by placement providers this may be agreed at the meeting or at a later point (detailed in the two paragraphs above).

When a placement accommodates the reasonable adjustments as agreed with the School and the student, the student's name and contact details will be given to the placement provider, and the student will start the placement.

If either the Practice Educator or the student considers there are difficulties with the placement, then the Practice Educator and/or the student contacts the School and the usual process of consultation is followed (see the relevant placement handbook). This may involve stopping the placement, providing additional support to the placement and other options as discussed and agreed with the student, the Practice Educator and the School.

## **References/Documents**

The following documents are very useful for all students to read. Please do access these documents (they are all available online) and read them through carefully.

Guidelines for pre-registration speech and language therapy courses in the UK (2010). The Royal College of Speech and Language Therapists (RCSLT), 2 White Hard Yard, London, SE1 1NX. [www.rcslt.org](http://www.rcslt.org)

Standards of Education and Training Guidance. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU. [www.hcpc-uk.co.uk](http://www.hcpc-uk.co.uk)

Guidance on Conduct and Ethics for Students Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU. [www.hcpc-uk.co.uk](http://www.hcpc-uk.co.uk)

Guidance on health and character. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU. [www.hcpc-uk.co.uk](http://www.hcpc-uk.co.uk)

Speech and language therapists. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU [www.hcpc-uk.co.uk](http://www.hcpc-uk.co.uk)

### **Who is a Placement Adjustment Plan for?**

Students who have a disability and/or a long term health condition can request a Placement Adjustment Plan. Before we put together a Placement Adjustment Plan we ask that a student contacts the University of Sheffield's Dyslexia and Disability Support Service (DDSS) <http://www.sheffield.ac.uk/ssid/disability>. Students with mental health difficulties can access DDSS via SAMHS – the single point of contact for a broad range of mental health support. <https://www.sheffield.ac.uk/ssid/contacts/samhs>.

DDSS will discuss the student's needs in relation to all aspects of his/her academic study and will likely ask a student to provide written evidence regarding his/her disability and/or long term health condition (e.g. medical evidence such as a letter from a doctor). It may also be necessary to ask a student to undertake an assessment by Occupational Health if not already completed or if a student is returning to study after a period of leave and/ or ill health. DDSS will usually complete a Learning Support Plan (LSP) for a student that the student and School can then use in the process of completing the Placement Adjustment Plan.

### **Disclosure and Confidentiality**

Students are encouraged to disclose any disability and/ or long term health condition which may impact on either the placement allocation process or their participation in a placement. Disclosing information about a disability and/or long term health condition and any support requirements will enable the School to facilitate the implementation of requested reasonable adjustments. Any information about a disability and/or long term health condition will be dealt with sensitively and confidentially. HCS will always ask for a student's consent before sharing this information with other stakeholders in the placement allocation process (e.g. a supervising Practice Educator).

### **Who should I contact?**

Once you have seen the DDSS, your LSP will be sent to the School Disability Liaison Officer (DLO) Dr Ben Rutter [b.rutter@sheffield.ac.uk](mailto:b.rutter@sheffield.ac.uk) . On receipt of this the DLO will inform the placements team that a Placement Adjustment Plan may be required. These members of staff and the student will then decide if the student will benefit from a Placement Adjustment Plan or whether another support process may be more beneficial. A meeting will be arranged with the student and a member of the clinical staff to complete a Placement Plan, if one is required.

## Guidance for staff and students completing the Placement Adjustment Plan

### What to include in a Placement Adjustment Plan?

When putting together a Placement Adjustment Plan, please work through the form below. You may find these suggested areas of discussion helpful. Please read through these points and think about which types of reasonable adjustment are likely to be suitable to support the student's needs. Only reasonable adjustments which support an evidenced disability and/or long term health need should be included in the plan.

<p>Mobility &amp; Access, e.g.,</p> <ul style="list-style-type: none"> <li>• Transport</li> <li>• Parking</li> <li>• Access to buildings/rooms</li> <li>• Steps</li> <li>• Distances to be walked</li> <li>• Equipment / mobility aids</li> </ul>	<p>Physical &amp; Mental Endurance, e.g.,</p> <ul style="list-style-type: none"> <li>• Length of sessions/ days – fatigue</li> <li>• Full time vs. Part Time working pattern</li> <li>• Breaks</li> <li>• Placement location (travel time)</li> </ul>
<p>Writing / Dexterity, e.g.,</p> <ul style="list-style-type: none"> <li>• Use of laptop / computer</li> <li>• Writing session plans</li> <li>• Taking case histories</li> <li>• Writing case notes &amp; report</li> </ul>	<p>Organisation / Planning, e.g.,</p> <ul style="list-style-type: none"> <li>• Planning sessions</li> <li>• Planning clinical day &amp; diary</li> <li>• Being in the right place at the right time</li> <li>• Use of supervision sessions</li> </ul>
<p>Health &amp; Safety, e.g.,</p> <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Lone working</li> <li>• Monitoring and responding to potential risk posed by clients</li> </ul>	<p>Environmental, e.g.,</p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Lighting</li> </ul>
<p>Additional Information, e.g.,</p> <ul style="list-style-type: none"> <li>• Medical appointments</li> </ul>	<p>Other</p> <ul style="list-style-type: none"> <li>• Type of clients seen</li> <li>• Time with placement educator</li> <li>• Access to study skills tutor, mental health worker or other relevant professional during placement</li> <li>• Plan for days student cannot attend placement (sick days)</li> <li>• Times to take medication</li> </ul>

**Placement Adjustment Plan**

Student Name	
Student Registration Number	
Programme	
Years of study	
Staff members involved in developing this plan	

Summary of student's disability and/or long term health condition

What placement related reasonable adjustment will be requested from the Placement Provider?

What placement related reasonable adjustment will be the responsibility of the student?

**Agreement**

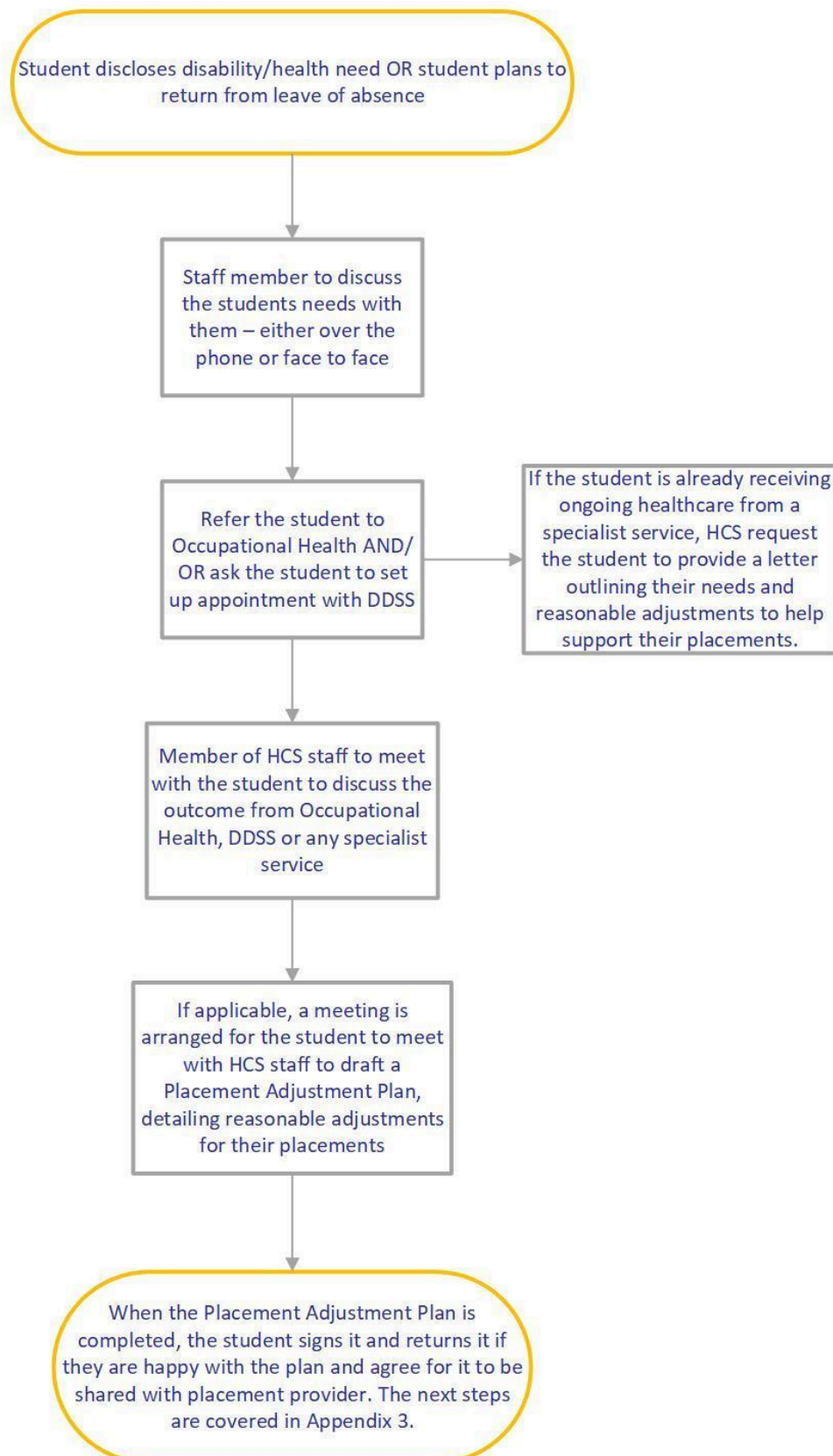
I ..... confirm that the above information is accurate and that the information summarised above can be passed on to relevant placement coordinators and placement educators involved with my placement provision.

I agree that this information can be shared in advance of my placements in order for the placement provider to make the required reasonable adjustments in advance of my start date. I am happy for this information to be passed on via phone/ email/ written letter to the placement provider.

Student's Signature .....

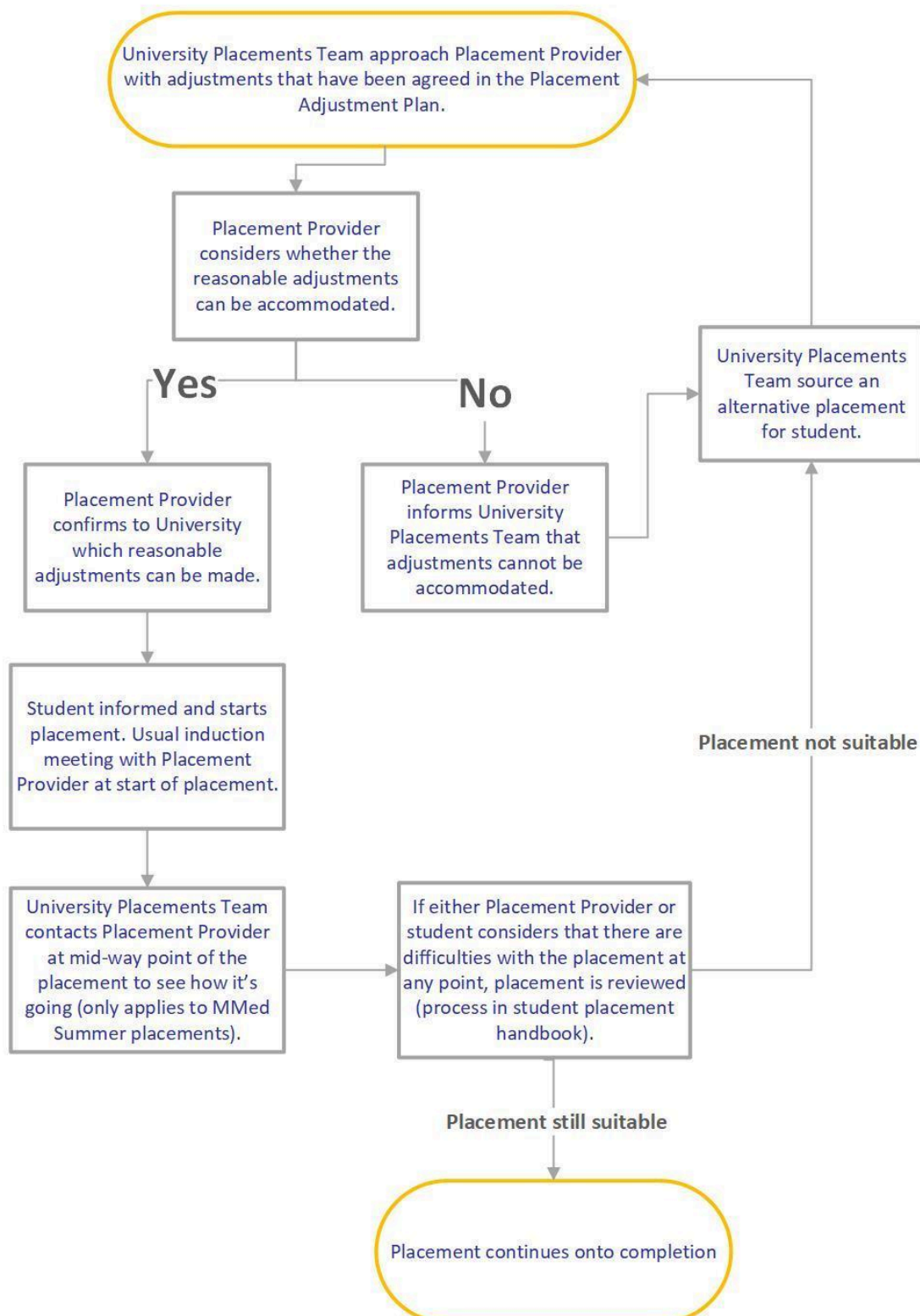
Date .....



**Appendix 2: Placement Adjustment flowchart****Appendix 2****Placement Adjustment Plan process when student discloses health need**

### Appendix 3: Placement Adjustment Plan Process after Plan completed

#### Appendix 3 Process after Placement Adjustment Plan has been agreed between University and Student





University of  
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Nursing and Midwifery

## **Appendix 4**

### **Information letter and consent form about student clinical role-play**

From time to time, students may be asked to participate in clinical role-play during learning and teaching activities. This is where a student may take the role of a speech and language therapist and another student may take the role of a client or vice versa. It is important that students know that they do not have to participate in clinical role-play activity if they do not wish to and that students do not have to give a reason for this. If a student does not want to participate this will have no impact on any of their participation in the degree programme.

The staff member leading the learning and teaching activity where clinical role-play is taking place will ask students to read this information letter and complete/sign the consent form below to indicate if they wish to participate in the clinical role play or not.

If there are any queries or questions about clinical role-play, please contact the relevant module co-ordinator or the programme director or the Director of Professional Education.

### **Consent Form for Student Clinical Role Play**

Name:

Degree Programme and Module:

I wish to/do not wish to\* participate in the clinical role -play activity

I understand that I do not have to give a reason if I wish not to participate: YES/NO\*

Signed:

\*delete as appropriate