



University of  
**Sheffield**

School of  
Allied Health Professions,  
Nursing & Midwifery

## **BMedSci (Speech and Language Therapy) (B620)**



## **Programme Guide** 2023-2024

<b>Contents</b>	<b>Page</b>
1. Introduction	3
2. Programme Aims	4
3. Programme Learning Outcomes	4
4. Programme Structure	5
5. Theme Outlines	5
5.1 Biomedical Sciences	6
5.2 Communication	6
5.3 Participation & Society	6
5.4 Research Methods	7
5.5 Key Clinical Topics	8
5.6 Professional Practice	8
6. Module Outlines	9
6.1 Level 1	9
6.2 Level 2	13
6.3 Level 3	16
7. Assessment Procedures	18
7.1 Marking Criteria	18
7.2 Assessment Schedules (for each of the three levels of the programme)	19
8. Learning and Teaching in Clinical Education	23
8.1 Additional Requirements and Information for Students on a Professional Course	23
8.1a Health Requirements	23
8.1b Disability	23
8.1c Mandatory Attendance	23
8.1d Mandatory Placement Hours	25
8.1e Programme Completion	25
8.1f Mandatory pre-Placement Training	25
8.1g Fitness to Practise	25
8.2 Professional Practice - Clinical Components	25
8.2a Clinical sessions for each level of the programme	26
8.3 Role of Practice Educators	28
8.4 Involvement of all Clinical and non-Clinical Staff	28
8.5 Student Participation	28
8.6 Covid-19 and blended learning	29
9. BMedSci (Speech and Language Therapy) Programme Regulations	30
10. Award of Student Prizes	32
11. Progression Through the BMedSci (Speech and Language Therapy)	33
12. Pastoral Support for Students	33

13. Student Feedback and Concerns	33
14. Useful Information for Students	34
Appendix 1: Placement Adjustment Plan	35
Appendix 2: Placement Adjustment Plan flowchart	43
Appendix 3: Clinical Role Play consent form	44

**Other documents to accompany this course guide on Blackboard include:**

1. AHPNM (formerly Health Sciences School) Student Handbook (*Blackboard > Organisations > HCS Community Central > AHPNM General Handbook*) (takes you to a Google Site)
2. BMedSci Speech and Language Therapy Practice Placement Handbook (*Blackboard > Organisations > HCS Community Central > BMedSci: Programme guide, Placement Handbook, Assessment Schedule and Other Documents*)
3. Guide to using Blackboard <https://students.sheffield.ac.uk/digital-learning/blackboard>
4. Study skills support, including Information Skills tutorials and accessing published materials (*Blackboard > Organisations > HCS Community Central > Study Skills Support*)
5. Library Information Skills Resource <https://www.sheffield.ac.uk/library/study>
6. Referencing Guide <https://www.sheffield.ac.uk/library/study/research-skills/referencing> (includes a useful tutorial to work through, as well as information on plagiarism and on using TurnItIn to submit your work). We use the APA (7th edition) referencing protocol:  
<https://librarydevelopment.group.shef.ac.uk/referencing/apa.html>

**Please note:** This Programme Guide is correct at the time of writing. Changes do happen and we will update students with these changes.

# 1. Introduction

**Welcome to Speech and Language Therapy in the School of Allied Health Professionals, Nursing and Midwifery** at the University of Sheffield. This programme guide aims to provide an overview of the BMedSci Speech and Language Therapy along with other relevant and important information. Please do take the time to read this. To follow up on any information in this programme guide, please refer to and read the accompanying documents detailed on page 2.

The BMedSci Speech and Language Therapy is one of several programmes that we run. There is also a MMedSci (Speech and Language Therapy) which is a two year postgraduate degree to qualify as a Speech and Language Therapist, and several postgraduate programmes in the field of Human Communication Sciences. In addition, the School provides courses in Nursing and Midwifery, and in Orthoptics and Ophthalmology. Professor Judy Clegg is the current Professional Lead for SLT in AHPNM, Carla Rohde is the current Programme Lead for the BMedSci (Speech and Language Therapy) and Dr Emma Gregory is the current Director of Professional Education.

The BMedSci (Speech and Language Therapy), which commenced in 1978, is a three-year undergraduate degree programme, which leads to the qualification to practise as a Speech and Language Therapist (SLT). The degree consists of the study of a range of interdisciplinary perspectives on speech, language, communication and swallowing and their disorders, from 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. Through the three years/levels, there is a series of clinical placements supported by specialist clinical teaching and supervision. Students work with a range of staff from this and other departments, both within and outside the University, including NHS practitioners and other sectors, from across a broad range of subject specialisms.



Successful completion of the BMedSci (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 BMedSci (Speech and Language Therapy) has HCPC approval and accreditation from the Royal College of Speech and Language Therapists (RCSLT).

## 2. Programme Aims

The BMedSci (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 BMedSci (Speech and Language Therapy), 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** 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 an independent dissertation using appropriate research methodology.

## 4. Programme Structure

The BMedSci (Speech and Language Therapy) is a three year undergraduate degree programme which runs according to the semester system of the University of Sheffield. Students attend lectures, workshops and tutorials at the University during semester time. Clinical placements run in semester time and also in student vacation time. Assessments are varied and consist of examinations, assignments, presentations, video-based assessments, clinical examinations and vivas. The programme is not modular meaning students must complete and pass all of the modules and clinical placements to receive the degree.

### Length of the BMedSci Speech and Language Therapy

There are 36 weeks in each of the three levels with a total of 110 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). In addition, there is a further week of clinical placement at the end of level 1 and level 2.

## 5. Theme Outlines

The programme is designed around six themes; 1) Biomedical Sciences; 2) Communication; 3) Participation and Society; 4) Research Methods; 5) Key Clinical Topics and 6) Professional Practice. The theme structure is intended to enable students to understand the relationships between the course components, and to integrate learning across the degree as a whole. The six theme are as follows:

THEMES	
Biomedical Sciences	<i>Provides integrated knowledge and understanding of human anatomy, physiology and neurology, with specific relation to speech, language, communication, swallowing and hearing.</i>
Communication	<i>Provides integrated knowledge and understanding of: theoretical models of speech, language and communication, its development, and its disorders; current research in relation to communication and communication difficulty; methods of observing, transcribing and recording speech, language and communication behaviours. Draws particularly on perspectives from linguistics and psychology.</i>
Participation and Society	<i>Provides integrated knowledge and understanding of: social and psychological aspects of health and illness; interpretation of individual behaviour across different contexts; cultural and linguistic diversity; theoretical models of disability, including the World Health Organisation's ICF framework. Draws on approaches and frameworks from social and health psychology, and sociology.</i>
Research Methods	<i>Provides knowledge and skills in relation to appraising and conducting research within the human communication sciences, including behavioural observation, literature reviewing and quantitative research/statistics.</i>
Key Clinical Topics	<i>Provides integrated knowledge and understanding of: 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</i>

	<i>and clinical ethics; health and social care services in the context of multidisciplinary working.</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.</i>

## 5.1 Theme 1: Biomedical Sciences

The Biomedical Sciences content and modules are delivered by external lecturers from the Department of Biomedical Sciences, and from the Medical and Dental Schools. Additional content is provided by experts within the Division of Human Communication Sciences.

Module	COMPONENT	MODULE NUMBER	LEVEL
Biomedical science	ALL	HCS1010	1
Speech and hearing science	Audiology	HCS2022	2
Key Clinical Topics 1	Neurology aspects	HCS2020	2
Key Clinical Topics 2	Neurology aspects	HCS3010	3

The Level 1 module covers anatomy, physiology and neuroscience, providing a foundation module in human biology, with particular emphasis on issues of speech, language and hearing. Students attend both lectures and practical classes. The facilities of the dissection room in the Department of Biomedical Sciences are used in student teaching. The audiology and neurology components are taught in years two and three and information is integrated with other relevant material. The Speech and Hearing Science module utilises a range of teaching and assessment methods including lectures, workshops and observational audiology clinical opportunities.

## 5.2 Theme 2: Communication

The Communication track provides students with a sound foundation in linguistics and phonetics, psychology and speech and language pathology.

Module	COMPONENT	MODULE NUMBER	LEVEL
Speech, language, communication and literacy development in children	ALL	HCS1004	1
Introduction to practical linguistics	ALL	HCS1002	1
Language, cognition and communication in adults 1	ALL	HCS1012	1
Language Analysis: Sound and Structure	ALL	HCS2007	2
Speech and Hearing Science	ALL	HCS2022	2
Developmental disorders of communication	ALL	HCS2023	2
Language cognition and communication in adults 2	ALL	HCS2024	2
Key Clinical Topics 1	Communication impairments	HCS2020	2



Key Clinical Topics 2	Communication impairments	HCS3010	3
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The Communication theme combines theoretical and practical approaches to linguistics and phonetics, psychology and speech and language pathology in such a way that students are able to acquire and integrate knowledge of the nature of human communication, how it develops and how it may be impaired. Each module consists of lectures supported by a tutorial/workshop programme.

### 5.3 Theme 3: Participation and Society

The Participation and Society theme reflects the increasing awareness that speech and language therapists need to have a broad understanding of the social and cultural issues, which may influence the therapeutic context. Communication impairments are examined in relation to education, social and health psychology and sociolinguistics.

Module	COMPONENT	MODULE NUMBER	LEVEL
Participation and Society	ALL	HCS1003	1
Key Clinical Topics 1	Participation of client in society	HCS2020	2
Key Clinical Topics 2	Mental health and participation in society	HCS3010	3

At Level 1 students are introduced to variations in normal development across the lifespan, which are influenced by social, cultural and other contextual factors. Students focus on the individual within the social context and the theoretical basis for the development of attitude and identity. The module looks specifically at differences between family and social groups. The role of support services is examined in order to enable the student to use this knowledge in their clinical placements. Students are expected to be proactive in obtaining a knowledge base and the module is taught primarily as a series of workshops with student participation. At this level students access all key legislation relating to disability and communication impairment in both educational, social and health contexts.

At Levels 2 and 3 the modules examine more specific aspects of educational failure, mental health problems and acquired communication disorders and how society deals with these conditions. All teaching takes the form of lectures and workshops.

### 5.4 Theme 4: Research Methods

The three key aims of the Research Methods theme are to provide students with fundamental research skills, to develop students' ability to evaluate, analyse and critically review research and to support students to become reflective and independent learners and clinicians.

Module	COMPONENT	MODULE NUMBER	LEVEL
Research Methods and Statistics	ALL	HCS2025	2

Evaluating the evidence base in speech and language therapy I: Principles and methods	ALL	HCS3012	3
Evaluating the evidence base in speech and language therapy II: Clinical dissertation	ALL	HCS3013	3

Students learn how research impacts on society and clinical practice. One aim of this theme is to build awareness of the participants, tools, approaches and outcomes of science. Topics include clinical research, single case studies, group designs, behaviour classification, prediction and modification. The notion of evidence-based practice is developed. Workshops are used to administer and provide tutorial support for learning exercises. The specific aim of the *Evaluating the evidence base in speech and language therapy* modules is to enable students to evaluate/critique the evidence base around intervention in communication disorders.

### 5.5 Theme 5: Key Clinical Topics

The Key Clinical Topics theme focuses on equipping students with the theoretical knowledge of a range of specific clinical topics in speech and language therapy. These topics include dysphagia, motor speech disorders, voice, fluency, learning difficulties, mental health, dementia, aphasia and neurology across child and adult populations. The themes of assessment, intervention and evidence-based practice, as well as standards of practice, clinical ethics and inter-disciplinary working will underpin these topics and enable integration across the topics.

Module	COMPONENT	MODULE NUMBER	LEVEL
Professional Practice 1	Clinical skills/ practice	HCS1011	1
Key Clinical topics 1	ALL	HCS2020	2
Professional Practice 2	EBP*	HCS2021	2
Key Clinical Topics 2	ALL	HCS3010	3
Transition to Professional Autonomy	Ethics	HCS3014	3
Professional Practice 3	EBP*	HCS3011	3

\*EBP = Evidence-based practice

### 5.6 Theme 6: Professional Practice

The Professional Practice theme functions as a link between theoretical aspects of the programme, and clinical practice and developing into an independent newly qualified practitioner.

Module	COMPONENTS	MODULE NUMBER	LEVEL
Professional Practice 1	Clinical placements	HCS1011	1
Professional Practice 2	Clinical placements	HCS2021	2

Key Clinical Topics 1	Theory/evidence	HCS2020	2
Professional Practice 3	Clinical placements	HCS3011	3
Key Clinical Topics 2	Theory/evidence	HCS3010	3
Transition to Professional autonomy	Record of clinical skills and knowledge development (portfolio)	HCS3014	3

At Level 1, students are initially introduced to clinical work through case-based learning in Semester 1. This approach is designed to introduce issues of professional practice across a range of client groups and to orientate students to principles of active learning and team working through a group learning environment. Integration of the theory to practice link is facilitated through observation sessions related to cases similar to those worked on in semester one. The students visit nursery schools using observation schedules to structure their learning. In semester 2 students complete paediatric placements across the East Midlands and Yorkshire and Humber regions. Workshops support the students with their learning on these placements. This gives students experience of assessment and therapeutic intervention, in a supportive, standardised environment with opportunity for peer learning.

At Level 2 students gain experience in health, education and social services settings, working with adults and children. The paediatric placement provides experience of assessment and intervention in education settings and liaison with school-based staff and therapists, together with direct experience of working as part of an inter-professional team and within a collaborative model. Students also gain experience of adults with aphasia, or with complex and additional needs, in an inter-professional setting. At the end of the year knowledge and skills in this area are developed during a one week block placement working with adults with neurological difficulties.

At Level 3 students extend their knowledge, skills and approach to learning through two further placements in a variety of service locations with a range of client groups. By the end of this year students will have reached a level of competence to practise and will have generated a record of their clinical experience and skills across all 3 three years of study.

The Division also provides some voluntary clinical opportunities through the Philippa Cottam Communication Clinic (PCCC), which is housed in the department: it is usually called the HCS SLT Clinic. Where there is capacity to offer places, 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 department.

## 6. Module Outlines

Colours at the top indicate the programme theme/s to which a module contributes.

### 6.1 BMedSci Level 1

Biomedical Sciences	
<i>Code and name</i>	HCS1010 Biomedical Science
<i>Co-ordinator</i>	Dr Rosalyn Ferguson

<i>Semester</i>	1 & 2
<i>Teaching methods</i>	Lectures, problem-solving tutorials, laboratory practicals and self-directed learning
<i>Outline</i>	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.
<i>Aims</i>	<ul style="list-style-type: none"> <li>● Provide an understanding of 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>Assessment</i>	Structured examination in semester 2

Participation and Society	
<i>Code and name</i>	HCS1003 Participation and Society
<i>Co-ordinator</i>	Hattie Powis
<i>Semester</i>	1 & 2
<i>Teaching methods</i>	Workshops; e-learning; self-directed learning
<i>Outline</i>	This module aims to introduce students to issues related to understanding people 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.
<i>Aims</i>	<ul style="list-style-type: none"> <li>● To outline the person in society with reference to health, education settings and multicultural factors.</li> <li>● Present the International Classification of Functioning, Disability and Health with reference to a variety of conditions across the lifespan.</li> <li>● Explore the influencing factors in the individual experience at different points in the lifespan, such as adolescence, ageing and how these experiences impact upon the person within the context of disability.</li> <li>● Examine the role of attitudes and perception of self in the individual experience and relate this to individuals with disabilities.</li> <li>● Consider methods for attitude measurement and examine the barriers to attitude measurement with people with disabilities.</li> <li>● Identify issues associated with compliance and health behaviours in people with disabilities.</li> <li>● Explore the role of ethnicity, gender and socioeconomic factors in educational and healthcare contexts.</li> <li>● Build awareness of the psychological principles behind the patient and professional experience.</li> </ul>

<i>Assessment</i>	Video-based reflections (formative) Written assignments and an oral presentation (both summative)

Communication	
<i>Code and name</i>	HCS1002 Introduction to practical linguistics
<i>Co-ordinator</i>	Dr Traci Walker
<i>Semester</i>	1 & 2
<i>Teaching methods</i>	Lectures; tutorials
<i>Outline</i>	This unit introduces students to the practical study of linguistics -- that is, learning linguistic concepts and terminology for use in e.g., speech and language therapy, education, psychology. The unit focuses on the following subfields of linguistics: phonetics, morpho-phonology, semantics, and syntax. 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. Students will also 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.
<i>Aims</i>	<ul style="list-style-type: none"> <li>• Introduce students to the scientific study of the structure and function of language</li> <li>• Introduce linguistic concepts and theoretical constructs with special application to how these ideas help us understand speech in both typically and atypically developing populations as well as in relation to acquired disorders and normal ageing.</li> <li>• Equip students with a conceptual and terminological framework to underpin current and future exploration of these topics</li> </ul>
<i>Assessment</i>	1x 3 hour written exam

Communication	
<i>Code and name</i>	HCS1004 Speech, language, communication and literacy development in children
<i>Co-ordinator</i>	Dr Özge Öztürk
<i>Semester</i>	1
<i>Teaching methods</i>	Lectures; tutorials
<i>Outline</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 pragmatic 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 lectures 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>Aims</i>	<ul style="list-style-type: none"> <li>• Provide students with a sound knowledge of speech, language and communication development and typical milestones.</li> <li>• Provide students with a sound knowledge of how literacy skills development and typical milestones.</li> <li>• Give an overview of multidisciplinary theories of how children learn to talk, understand, read and write.</li> <li>• Describe and explore the associations between oral and written language development.</li> <li>• Develop students' ability to apply psycholinguistic frameworks to examples of children's speech, language and literacy skills.</li> </ul>
<i>Assessment</i>	Application of theory to practice in quizzes and a video-based written assignment

Communication	
<i>Code and name</i>	HCS1012 Language, cognition and communication in adults 1
<i>Co-ordinator</i>	Dr Emma Gregory
<i>Semester</i>	2
<i>Teaching methods</i>	Lectures; tutorials
<i>Outline</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.
<i>Aims</i>	<ul style="list-style-type: none"> <li>• Introduce students to the nature and scope of human communication, language and its impairments;</li> <li>• Equip students with a conceptual and terminological framework to underpin current and future exploration of these topics.</li> <li>• Provide an introduction to relevant psychological models of memory, attention and language processing.</li> <li>• Introduce acquired communication disorders relating from stroke, dementia and TBI</li> </ul>
<i>Assessment</i>	1x written assignment

Professional Practice		Key Clinical Topics
<i>Code and name</i>	HCS1011 Professional Practice 1	

<i>Co-ordinator</i>	Dr Emma Gregory
<i>Semester</i>	1 & 2
<i>Teaching methods</i>	Lectures, seminars and tutorials using a case based learning approach, supervised clinical activity and independent study
<i>Outline</i>	This module aims to introduce students to the professional practice of the speech and language therapist (SLT). The module combines students' learning of theoretical knowledge of clinical methods, people with communication impairments and inter-personal and professional skills with clinical placements with children and adults with communication impairments. The module introduces the student to their first clinical placements with children and adult clients across placements in the University of Sheffield SLT Clinic in HCS, and/or external placements in the NHS and independent sectors.
<i>Aims</i>	<ul style="list-style-type: none"> <li>● Introduce students to working in the clinical placement setting;</li> <li>● Enable students' personal and professional development in relation to the clinical placement context;</li> <li>● Integrate students' developing theoretical knowledge of communication and its impairments with their professional practice;</li> <li>● Equip students with the knowledge of assessment and intervention methods, and professional skills to successfully complete observation and closely supervised placements.</li> </ul>
<i>Assessment</i>	1x written assignment 1x group verbal presentation 3x Practice Educator report (completed by supervising clinician)  Note: All components of this module must be passed (regardless of the overall module mean mark).

## 6.2 BMedSci Level 2

Communication		Biomedical Sciences
<i>Code and name</i>	HCS2022 Speech and Hearing Science	
<i>Co-ordinator</i>	Dr Ben Rutter	
<i>Semester</i>	1	
<i>Teaching methods</i>	Lectures and problem solving tutorials	
<i>Outline</i>	This module includes 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.	
<i>Aims</i>	<ul style="list-style-type: none"> <li>• Equip students with knowledge in advanced articulatory phonetics.</li> <li>• Equip students with knowledge in acoustic phonetics.</li> <li>• Equip students with knowledge in hearing science.</li> </ul>	
<i>Assessment</i>	1x 3 hour written exam	

Communication	
<i>Code and name</i>	HCS2023 Developmental disorders of communication
<i>Co-ordinator</i>	Prof Judy Clegg
<i>Semester</i>	1
<i>Teaching methods</i>	Lectures
<i>Outline</i>	This module aims to give a detailed overview of the speech, language, communication and literacy difficulties found in developmental disorders of communication such as learning disability, autism spectrum disorders and specific language impairment. The module examines developmental disorders of communication in children and adolescents from theoretical and clinical perspectives. The 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. Both typical and atypical development is explored. Parents of children with developmental communication disorders offer their perspectives and experiences.
<i>Aims</i>	<ul style="list-style-type: none"> <li>• Provide students with an overview of the range of developmental disorders of communication (including literacy) children and adolescents can present with.</li> <li>• Develop students' knowledge of the theoretical frameworks underpinning these disorders.</li> <li>• Prepare students with the skills to apply the above theoretical frameworks to real life examples of children and adolescents with developmental disorders of communication.</li> <li>• Enable students to understand the impact of developmental disorders of communication on the lives of children and adolescents and their families and/or carers</li> </ul>



Assessment	1x 3 hour written exam
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Communication	
Code and name	HCS2007 Language Analysis: Sound and Structure
Co-ordinator	Dr Traci Walker
Semester	2
Teaching methods	Lectures and independent study
Outline	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 <i>extIPA Symbols for Disordered Speech</i> and VoQS (Voice Quality Symbols), as well as introducing phonological concepts relevant to clinicians such as syllable structure, prosodic structure, and dialectal differences within a language.
Aims	<ul style="list-style-type: none"> <li>• Introduce clinical applications of practical phonetics</li> <li>• Enable students to be use the ExtIPA and VoQS transcription systems</li> <li>• Enable students to describe the physical attributes of articulation using diagrams</li> <li>• Introduce students to clinical phonology</li> <li>• Enable students to describe plosive release types, secondary articulations, non-modal voice qualities</li> <li>• Present the concept of syllable and how it organises phonetic output</li> <li>• Provide opportunities to transcribe intonation, prosody and voice quality</li> </ul>
Assessment	1x 2 hour written exam

Communication	
Code and name	HCS2024 Language, communication and cognition in adults 2
Co-ordinator	Prof Ray Wilkinson
Semester	2
Teaching methods	Lectures and problem solving tutorials
Outline	This module builds on material covered in Language cognition and communication in adults 1 at level 1. It applies conceptual frameworks in the following areas: the communication chain, verbal and non-verbal communication, conversation analysis, grammar, vocabulary, multilingualism, attention, memory and executive function, to people with neurological damage affecting these domains. The module covers assessment and diagnosis of language and cognitive deficits affecting communication, which arise due to stroke, traumatic brain injury and progressive neurological conditions including dementia.
Aims	<ul style="list-style-type: none"> <li>• Enable students to apply theoretical models of language communication and cognition to understanding impaired language communication and cognition in adults with acquired neurological damage</li> </ul>

	<ul style="list-style-type: none"> <li>Develop students' knowledge of conceptual and terminological frameworks to underpin current and future exploration of these topics</li> </ul>
<i>Assessment</i>	1x 3 hour written exam

<b>Research Methods</b>	
<i>Code and name</i>	HCS2025 Research Methods and Statistics
<i>Co-ordinator</i>	Dr Stuart Cunningham
<i>Semester</i>	2
<i>Teaching methods</i>	Lectures and tutorials
<i>Outline</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 learn about and employ statistical techniques 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.
<i>Aims</i>	<ul style="list-style-type: none"> <li>Enable students to develop in depth knowledge of research methods and statistical analysis techniques</li> <li>Introduce practical skills to design and conduct research studies</li> <li>Develop students' ability to apply critical thinking to inform and communicate professional judgement</li> </ul>
<i>Assessment</i>	1x written assignment 1x online e-portfolio (4 sets of 20 multiple choice questions)

<b>Key Clinical Topics</b>	<b>Biomedical Sciences</b>	<b>Communication</b>	<b>Participation &amp; Society</b>
<i>Code and name</i>	HCS 2020 Key Clinical Topics 1		
<i>Co-ordinator</i>	Dr Caroline Haw		
<i>Semester</i>	1 & 2		
<i>Teaching methods</i>	Lectures and seminars with workshop activities		
<i>Outline</i>	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 dysphagia, motor speech disorders, voice and neurology across child and adult populations. The themes of assessment, intervention and evidence-based practice, as well as standards of practice, clinical ethics and inter-disciplinary working will underpin these topics and enable integration across the topics.		
<i>Aims</i>	<ul style="list-style-type: none"> <li>To enable students 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>● To equip students with theoretical knowledge and clinical skills required for assessment, intervention, evaluation and therapeutic management in adults and children across motor speech disorders, dysphagia, voice and neurology;</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 clients</li> </ul>
<i>Assessment</i>	2x written assignments (one each semester) Note: All components of this module must be passed (regardless of the overall module mean mark).

Professional Practice		Key Clinical Topics
<i>Code and name</i>	HCS 2021 Professional Practice 2	
<i>Co-ordinator</i>	Dr Sarah Spencer	
<i>Semester</i>	1 & 2	
<i>Teaching methods</i>	Lectures and clinical placements	
<i>Outline</i>	<p>This module builds on Professional Practice 1. The student completes a series of NHS clinical placements across semesters 1 and 2 including a week block placement in the student summer vacation. The placements include: 1) a paediatric placement working with school-age children; 2) the aphasia centre placement working with adults in the University of Sheffield SLT clinic at HCS; 3) the complex and additional needs placement working with children, young people, and adults with severe developmental communication impairments; 4) an adult placement working with adults in a range of settings, over the summer. Students will complete supervised clinical work during placements and self-study activities to support their learning and clinical skills. Placements will be supported by workshops and tutorials and specific NHS induction/preparation and support.</p>	
<i>Aims</i>	<ul style="list-style-type: none"> <li>● Provide students with clinical placement experience across children and adults with communication impairments;</li> <li>● Enable students to use a range of assessment and intervention methods in the clinical context on placement;</li> <li>● Develop students' clinical and professional skills through supervised and distance supervised placement experiences;</li> <li>● Facilitate students' application of knowledge of communication and its impairments to the clinical context.</li> </ul>	
<i>Assessment</i>	1x clinical assessment 1x written assignment 4x Practice Educator report (completed by supervising clinician) Note: All components of this module must be passed (regardless of the overall module mean mark).	

### 6.3 BMedSci Level 3

Research Methods	
<i>Code and name</i>	HCS3012 Evaluating the evidence base in speech and language therapy I: Principles and methods
<i>Co-ordinator</i>	Dr Stuart Cunningham
<i>Semester</i>	1
<i>Teaching methods</i>	Lectures and tutorials
<i>Outline</i>	This module develops the students' knowledge and understanding of evidence-based clinical practice. Evidence-based practice is the integration of best research evidence with clinical expertise and patient experience in making decisions about the care of individual patients in speech and language therapy. Students will (1) critically evaluate the methodological quality of the research using evidence-based practice and (2) apply these conclusions to clinical practice.
<i>Aims</i>	<ul style="list-style-type: none"> <li>• Provide students with the skills and knowledge to ask answerable questions derived from clinical practice;</li> <li>• Provide students with the skills and knowledge to search appropriate databases to find research literature;</li> <li>• Enable students to appraise research evidence.</li> </ul>
<i>Assessment</i>	1x online e-portfolio (4 tasks across the module) 1x Research poster

Research Methods	
<i>Code and name</i>	HCS3013 Evaluating the evidence base in speech and language therapy II: Clinical dissertation
<i>Co-ordinator</i>	Prof Patricia Cowell
<i>Semester</i>	2
<i>Teaching methods</i>	Lectures and tutorials
<i>Outline</i>	This module builds on the skills and knowledge acquired in <i>Evaluating the evidence base in speech and language therapy I: Principles and Methods</i> . Students will 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.
<i>Aims</i>	Provide students with the skills and knowledge to: <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>Assessment</i>	1x Dissertation

Key Clinical Topics		Biomedical Sciences	Communication	Participation in Society
<i>Code and name</i>	HCS3010 Key Clinical Topics 2			
<i>Co-ordinator</i>	Jon Smyth			
<i>Semester</i>	1 & 2			
<i>Teaching methods</i>	Lectures and seminars			
<i>Outline</i>	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, aphasia and neurology across child and adult populations. The themes of assessment, intervention using evidence-based practice, standards of practice and clinical ethics along with multi-disciplinary working will underpin these topics and enable integration across the topics.			
<i>Aims</i>	<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 students 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, aphasia and neurology.</li> <li>● To enable the student to understand and critique the evidence based in the above key clinical topics and to use this in effective clinical decision making.</li> </ul>			
<i>Assessment</i>	2x case-based written assignments (one each semester)			

Professional Practice		Key Clinical Topics
<i>Code and name</i>	HCS3014 Transition to Professional Autonomy	
<i>Co-ordinator</i>	Dr Emma Gregory	
<i>Semester</i>	2	
<i>Teaching methods</i>	Lectures, seminars and workshops	
<i>Outline</i>	This module will address issues relevant to working in modern healthcare and education contexts. It addresses the following issues: 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).	
<i>Aims</i>	<ul style="list-style-type: none"> <li>● Provide students with skills to secure employment;</li> <li>● Prepare students for an independent, integrated professional role.</li> </ul>	
<i>Assessment</i>	1x written assignment (portfolio)	

Professional Practice	
<i>Code and name</i>	Professional practice 3
<i>Co-ordinator</i>	Jonathan Smyth
<i>Semester</i>	1 & 2
<i>Teaching methods</i>	Lectures and clinical placements
<i>Outline</i>	This module aims to consolidate the student's clinical skills and prepare the student for independent practice on graduation at the end of this third and final year. Students complete two external placements: a paediatric placement and an adult placement. University workshops and tutorials will prepare and support students with their learning on placement.
<i>Aims</i>	<ul style="list-style-type: none"> <li>● Provide students with supervised/independent placements to enable their development as a clinician to profession-entry level;</li> <li>● Enable students to integrate and apply the theoretical knowledge gained across three years of study to their clinical practice;</li> <li>● Facilitate the application of evidence-based practice in their clinical decision making;</li> <li>● Enable the student to be a fully competent professional speech and language therapist ready for profession-entry employment.</li> </ul>
<i>Assessment</i>	1x oral case presentation 1x written assignment 1x clinical viva 3x Practice Educator reports (completed by the supervising clinician)

## 7. Assessment Procedures

Information is presented here on the marking criteria used both for individual modules and also in the consideration of final degree classification, together with the assessment schedules for each of the three years of the programme.

### 7.1 Marking Criteria

#### I FIRST CLASS (69.5 or higher)

*Students are able to demonstrate the following, with respect to the criteria relevant to their discipline:*

- Comprehensive and deep understanding of key concepts and knowledge, and a range of supporting evidence;
- Excellent, in-depth consideration of key issues, with skilful interpretation and a use of a wide range of evidence;
- Excellent ability to integrate material from a variety of sources, and to deploy accurately and imaginatively established techniques of analysis and enquiry;
- Evidence of insightful analysis and of critical or imaginative thinking, and of the ability to question the validity of accepted approaches;

- Excellent skills in communicating the above knowledge and understanding and in the presentation of ideas;
- A high level of command and application of the key specialised technical, professional, creative and conceptual skills;
- An excellent level of competence.

#### II.I UPPER SECOND (59.5 to 69.5)

*Students are able to demonstrate the following, with respect to the criteria relevant to their discipline:*

- A thorough understanding of key concepts and knowledge, and of a range of supporting evidence;
- Informed consideration of key issues and interpretation of evidence;
- Ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, accurately and effectively;
- Evidence of analytical or critical thinking, of insight, and a recognition of the level of validity of alternative approaches;
- Good skills in communicating the above knowledge and understanding;
- Good command and application of the key specialised technical, professional, creative and conceptual skills;
- A high level of competence.

#### II.II LOWER SECOND (49.5 to 59.5)

*Students are able to demonstrate the following, with respect to the criteria relevant to their discipline:*

- Understanding of key concepts and knowledge and of a range of supporting evidence, and an awareness of alternative accepted approaches;
- Adequate consideration of key issues, demonstrating emerging ideas, but revealing gaps in coverage;
- Ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, but limited in depth and in evidence of analytical or critical thinking;
- An adequate level of ability to communicate the above knowledge and understanding;
- Some command and application of the key specialised technical, professional, creative and conceptual skills;
- A satisfactory level of competence.

#### III THIRD/PASS (39.5 to 49.5)

*Students are able to demonstrate the following, with respect to the criteria relevant to their discipline:*

- Some understanding of key concepts and knowledge, and an awareness of the existence of supporting evidence;
- Some consideration of key issues, but revealing significant gaps in coverage;
- Some ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, but very limited in depth and evidence of critical thinking;
- An adequate level of ability to communicate the above knowledge and understanding;
- Some ability to apply key specialised technical, professional, creative and conceptual skills;
- Some limited competence.

#### FAIL

*To the extent that the following criteria apply to their discipline, students demonstrated no, or very limited evidence of:*

- Knowledge and understanding of key concepts and supporting evidence
- Consideration of key issues
- Ability to integrate material from a variety of sources, to deploy established techniques of analysis and enquiry, and think critically;
- Ability to communicate knowledge and understanding;

- Competence and ability to apply key specialised technical, professional, creative and conceptual skills.

## **7. 2 Assessment schedule for each of the three levels of the BMedSci (Speech and Language Therapy)**

The assessment schedules for levels 1 to 3 of the programme are detailed over the next three pages of the guide.



## BMed (Speech and Language Therapy) Level 1 Assessment Schedule

Module number	Module title	Credit value	Semester taught	Semester assessed	Assessment type
HCS1004	Speech, language, communication & literacy development in children	20	1	1	Quiz / video based task
HCS1012	Language cognition and communication in adults 1	10	2	2	Written exam
HCS1002	Introduction to Practical Linguistics	20	Full academic year	1&2	Exams
HCS 1003	Participation and Society	20	Full academic year	1 & 2	Sem 1: written assignment Sem 2: group presentation
HCS1010	Biomedical science	20	Full academic year	2	Written exam 3 hours
HCS1011	Professional Practice 1	30	Full academic year	1 & 2 2 2	1. Practice Educator reports 2. Group presentation (pass/fail) 3. Portfolio assessment: 100% of module mark

### BMedSci (Speech and Language Therapy) Level 2 Assessment Schedule

Module number	Module title	Credit value	Semester taught	Semester assessed	Assessment type
HCS2023	Developmental Disorders of Communication	20	1	1	3 hour written exam
HCS2022	Speech and hearing science	20	1	1	3 hour written exam
HCS2024	Language, cognition and communication in adults 2	20	2	2	3 hour written exam
HCS2007	Language analysis sound and structure	10	2	2	2 hour written exam
HCS2025	Research methods and statistics	10	2	2	Written assignment Online e-portfolio (4 sets of 20 multiple choice questions)
HCS2020	Key clinical topics 1	20	1 & 2	1 2	Written assignment Written assignment
HCS2021	Professional practice 2	20	1 & 2	1&2	1x clinical assessment 1x written assignment Practice Educator reports

### BMedSci (Speech and Language Therapy) Level 3 Assessment Schedule

Module number	Module title	Credit value	Semester taught	Semester assessed	Assessment type
HCS3012	Evaluating the evidence base in speech and language therapy I: principles and methods	20	1	1	1x online e-portfolio (4 tasks across the module) 1x Research poster
HCS3013	Evaluating the evidence base in speech and language therapy II: clinical dissertation	30	2	2	Dissertation
HCS3014	Transition to professional autonomy	20	2	2	Record (portfolio)
HCS3010	Key Clinical Topics 2	20	1 & 2	1 2	Written assignment Written assignment

HCS3011	Professional practice 3	30	1 & 2	1 1 2  1 & 2	1x oral case presentation 1x written assignment 1x clinical viva  Practice Educator reports
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## 8. Learning and Teaching in Clinical Education

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).

### 8.1 Additional Requirements and Information for Students on a Professional Course

#### 8.1a 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.

#### 8.1b 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. Appendix 1 details the process for students with a disability or long term health condition in terms of undertaking placements on the BMedSci (Speech and Language Therapy).

#### 8.1c Mandatory Attendance

Attendance is monitored by the University of Sheffield ([UoS Attendance Policy](#)) and by HCS. HCS 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. Departments are 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 [AHPNM Absence Reporting Form](#).

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 [AHPNM 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 HCS. 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 HCS Placement Module Coordinator to discuss alternative options.

Attendance will be monitored and used to assess if a student is engaged in their studies. HCS will use a system of QR codes for taking attendance. Therefore, students must make sure 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 department 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 departmental 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 department, e.g. referral to support services, formal action by the department/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.

<https://students.sheffield.ac.uk/extenuating-circumstances>

The SSiD webpages give advice and information on how to complete the form. Once completed the form should be returned to your Programme Director.

HCS will be moving to a system of QR codes for taking attendance. Therefore, students must make sure 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.

### **8.1d Completion of Requisite Placement Hours**

In line with the RCSLT *Curriculum Guidelines* and the SETs (*Standards of Education and Training*) from the HCPC, all students on the BMedSci (Speech and Language Therapy) must complete a minimum of 150 placement sessions where a session is 3.75 hours on average. This is mandatory for all students.

### **8.1e 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 7 years for the BMedSci (Speech and Language Therapy).

### **8.1f Mandatory Pre-Placement Training**

Every year of the BMedSci (Speech and Language Therapy), students have to complete mandatory pre-placement training in the areas of Patient Safety, Information Governance, Fire Training, Equality & Diversity, Child Safeguarding, Adult Safeguarding, Basic Life Support, Infection Control and Manual Handling. This training is delivered online and through face to face training. Students can only undertake placements if they have completed 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.

### **8.1g Fitness to Practise**

Students are required to be 'fit to practise'. Where a student is considered not 'fit to practise', the department 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 is available here <https://students.sheffield.ac.uk/university-regulations>

## **8.2 Professional Practice - Clinical Components**

The Professional Practice theme runs throughout the three years of the degree programme. Students are introduced to clinical and professional issues through case-based learning from the first week of the first semester, with application of knowledge emphasised throughout the three years. The integrated nature of the curriculum allows clinical and professional elements to be revised, ensuring that learning is deepened and applied as the student develops. The clinical experience builds on the knowledge base acquired from other elements within the programme and is in turn stimulated and strengthened by clinical experience. The emphasis is on the transferability and integration of knowledge from other programme themes. The clinical components of the programme also emphasise the need to use critical thinking, to evaluate current knowledge and to operate in a framework of evidence-based practice.

The philosophy of the programme emphasises learning throughout professional working life, including active encouragement of reflective practice. Combined with the development of a positive response to feedback, this introduces students to the principle of supervision and continuing professional development. Students are encouraged to become active learners, thinking independently, evaluating their own progress, and using their particular strengths to their best advantage.

The clinical components aim to promote transparency and equity in the clinical assessment process, through a competency-based assessment system. Information relating to placements is given to students and supervising clinicians prior to placements together with assessment requirements. The importance of feedback to students in enhancing learning is emphasised throughout the assessment process. The use of formative as well as summative placements recognises the importance of all learning opportunities.

The Division recognises the need for clinical components to be evaluated regularly and updated in response to the changing needs of the profession and advances in the knowledge base of professional education. The clinical education teaching team consists of clinically qualified staff. Regular clinical practice meetings are held where issues of policy and practice are discussed and then forwarded to the appropriate departmental and external committees.

## 8.2a BMedSci (Speech and Language Therapy) clinical sessions

The tables below indicate the number of clinical training and direct contact hours and, where relevant, structured non-supervised hours for each placement across the 3 years of the BMedSci. The total number of supervised and or structured clinical sessions across the three year programme is 150 sessions. It is expected that, in addition to these supervised hours, clinically related activity such as background reading, session planning, creating/gathering resources etc. will need to be completed. The tables do not include the lectures incorporated into the placement modules or independent study hours that will be required to complete the placements.

### Year 1: Professional Practice 1

This module consists of the following components:

Placement/Activity	Sessions	hours
<b>Adult placement: Life Story or Conversation Partners</b>		
Training/skills development (including supervision)	3	11.25
Direct contact	8	30
Structured clinically related activity	9	33.75
<b>Paediatric observational placement</b>		
Training/skills development	2	7.5
Direct contact	10	37.5
Structured clinically related activity	4	15
<b>SNOPE (summer neuro online placement event)</b>		
Direct contact	2	7.5
<b>Total placement sessions and hours overall</b>	<b>38</b>	<b>142.5</b>

### Year 2: Professional Practice 2

This module consists of the following components:

Placement/Activity	Sessions	hours
<b>Audiology observational placement</b>		



Training/skills development	1	3.75
Direct contact	1	3.75
<b>Paediatric observational placement</b>		
Training/skills development	3	11.25
Direct contact	16	60
<b>Complex and Additional Needs placement</b>		
Training/skill development	1	3.75
Direct contact	5	18.75
<b>Aphasia Centre</b>		
Training/skill development	3	11.25
Direct contact with clients	9	33.75
<b>External adult placement (summer)</b>		
Training/skills development	1	3.75
Direct contact	10	37.5
<b>Total placement sessions and hours overall</b>	<b>50</b>	<b>187.5</b>

### Year 3: Professional Practice 3

This module consists of the following components:

<b>Placement/Activity</b>	<b>Sessions</b>	<b>hours</b>
<b>Paediatric Block (30 sessions)</b>		
Training/skill development/Peer support	2	7.5
Direct contact	30	112.5
<b>Adult Block (30 sessions)</b>		
Training/skill development/Peer support	2	7.5
Direct contact	30	112.5
<b>Total placement sessions and hours overall</b>	<b>64</b>	<b>240</b>

Total across BMed1-3: **570 hours**

### **8.3 Role of Practice Educators**

The programme recognises the joint responsibility of the university, NHS and other sector services to provide high quality clinical placement opportunities. There is an emphasis on collaboration with clinical colleagues in developing learning and teaching, and assessment methods, together with a recognition of the importance of providing detailed information to clinicians/practice educators taking students. The department works jointly with local services across the East Midlands, and Yorkshire and Humber regions to provide placements in the most efficient and effective manner and is keen to implement new initiatives in placement provision. Over the years this has resulted in several new models of placement provision.

The Director of Professional Education is the main liaison point between Practice Educators, the Division of Human Communication Sciences, and the East Midlands, and Yorkshire and Humber Local Education Training Boards (LETB), the Royal College of Speech and Language Therapists (RCSLT) and the Health and Care Professions Council (HCPC). Clinical education and placement issues are discussed regularly through several networks including the Speech and Language Therapy Managers groups, the Practice Learners network, the department's Clinical Courses Board of Studies (CCBoS) and many other relevant forums.

### **8.4 Involvement of Non-Clinical Academic Staff**

In order to fully integrate clinical and taught components of the programme, non-clinical departmental staff are involved in some assessment components of the Professional Practice theme such as the case presentations in Professional Practice 3. Through the teaching teams all academic staff are involved in decisions over programme content and delivery.

### **8.5 Student Participation**

The philosophy of the professional practice theme recognises that it is not the placement experience alone that makes good clinical education, but also reflection on that experience. The provision of clear objectives and expectations for placement experiences is therefore essential in the clinical education process. In order to facilitate this, individual and group tutorials are offered throughout the programme delivered by academic and clinical staff, all of whom are qualified speech and language therapists and registered with HCPC.

Students are given comprehensive information in a clinical placement handbook. This contains information on the placements for that year, together with the learning objectives, expectations and assessment requirements. Students are given specific details of the assessment process and receive clear feedback regarding their progress through the programme. The BMedSci Speech and Language Therapy Practice Placement Handbook gives a comprehensive overview of professional practice.

Practice Educators are encouraged to inform the clinical staff as soon as possible if they have concerns about a student on placement with them. Practice educators may be given support and advice either over the telephone or via a visit from clinical staff. Alternatively students may be asked to attend a meeting with clinical staff alone, and/or the course director. The aim is to put relevant support in place for the student. Where students have failed clinical components, extra clinical experience is provided, together with tutorials and other advice/support where required. Students are signposted very clearly to contact a member of clinical staff if they have any concerns or queries about a placement. Individual meetings and/or support and liaison with the Practice Educator are then put in place from that point to resolve any issues. Students' feedback on their placement experience is very important and this is communicated to the department and then to the Practice Educator/Service.

### **8.6 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. However, due to the impact of the Covid-19 pandemic, some Speech and Language Therapy services may still not be running as they usually do. Both our in-house and external placements may combine telehealth, remote clinical activities with face to face clinical learning. The RCSLT released guidance in 2020 which recommends that student placements should be a minimum of 25% of direct client centred care (via remote or face to face placements). Clinical placement is a priority for us, and we are working with our stakeholders, including Health Education England, the Royal College of Speech and Language Therapists and the Health and Care Professions Council to ensure placement provision.

### **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 BMedSci 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.

## **9. BMedSci (Speech and Language Therapy) Programme Regulations**

<b>Level 1</b>	
1.	A candidate shall take:

Semester 1			
	HCS1004	Speech, language and literacy development in children	20
Semester 2			
	HCS1012	Language, cognition and communication in adults 1	10
Full academic year			
	HCS1002	Introduction to practical linguistics	20
	HCS1003	Participation and society	20
	HCS1010	Biomedical science	20
	HCS111	Professional practice 1	30

<b>Level 2</b>			
2.	A candidate shall take:		
Semester 1			
	HCS2022	Speech and Hearing Science	20
	HCS2023	Developmental disorders of communication	20
Semester 2			
	HCS2007	Language Analysis: Sound and Structure	10
	HCS2024	Language, cognition and communication in adults 2	20
	HCS2025	Research Methods and Statistics	10
Full academic year			
	HCS2025	Key Clinical Topics 1	20
	HCS2021	Professional Practice 2	20

Level 3			
3.	A candidate shall take:		
Semester 1			
	HCS3012	Evaluating the evidence base in speech and language therapy I: principles and methods	20
Semester 2			
	HCS3013	Evaluating the evidence base in speech and language therapy II: clinical dissertation	30
	HCS3014	Transition to professional autonomy	10
Full academic year			
	HCS3010	Key Clinical Topics 2	30
	HCS3011	Professional Practice 3	30

- A student will attend a minimum of 150 (one hundred and fifty) sessions of Clinical Practice. A minimum of 100 (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 50 (fifty) sessions will be clinically related.
- The degree classification of a student will be determined by consideration of the performance in all units taken at Level 2 and Level 3. In the calculation of the degree classification, Level 2 marks will be counted once and Level 3 marks will be counted twice. This is a 1:2 ratio.
- A student is normally required to pass all units at a given level before proceeding to the next level.
- A student who fails any of the clinical placement elements of HCS 1011, HCS 2021 or HCS 3011 will be required to undertake an additional period of clinical work under conditions approved by the Director of Professional Education in order to continue the unit.
- A student who has failed to pass any part of the final examination at the first attempt will still be eligible for Honours provided that a pass is achieved at the second or later attempt.

## 10. Award of student prizes

### Colin Stork Prize in Speech Science

Founded in 1982 from funds subscribed by colleagues, students and friends in memory of Dr F C Stork, the first Head of the former Department of Linguistics. Dr Stork played a leading role in the establishment of the Degree of BMedSci (Speech).

Frequency of award: One annually

Eligible Candidates: Final year students reading for the Degree of BMedSci (Speech and Language Therapy)

Assessors: The Examiners for the Final Examination for the Degree of BMedSci (Speech and Language Therapy)

Criteria for assessment: The above examination.

### **Colin Stork Prize in Practical Phonetics**

Founded in 1982 from funds subscribed by colleagues, students and friends In memory of Dr F C Stork, the first Head of the former Department of Linguistics, who played a leading role in the establishment of the Degree of BMedSci (Speech and Language Therapy)

- Frequency of award: One annually
- Eligible Candidates: Third year students reading for the Degree of BMedSci (Speech and Language Therapy)
- Assessors: The head and members of the academic staff of the department.
- Criteria for assessment: The phonetics practical examination.

### **Enderby Prize**

Founded in 2014, this prize was established through the generosity of Professor Pam Enderby. Professor Enderby has made an outstanding contribution to the profession of Speech and Language Therapy and to the education of speech and language therapists. She was awarded an MBE in 1993 for services to speech and language therapy. During the late 1990s she was the Head of the Department of Human Communication Sciences at the University of Sheffield.

- Frequency of award: One annually
- Value of prize: A book token to the value of £100.
- Eligible candidates: Students in the Department of Human Communication Sciences who are final year candidates for the BMedSci (Speech and Language Therapy) or MMedSci (Speech and Language Therapy) programme.
- Assessors: The Examiners in the Department of Human Communication Sciences.
- Criteria for assessment: A student who has demonstrated achievement in the face of adversity whilst on the programme.

### **Tracy E Cox Memorial Prize**

Founded in memory of Tracey E Cox, a final year undergraduate student on the BMedSci (Speech and Language Therapy) degree who died in the Hillsborough Disaster on 15 April 1989.

- Frequency of award: one annually
- Eligible candidates: Final year BMedSci (Speech and Language Therapy) students.
- Assessors: The Examiners for the Degree of BMedSci (Speech and Language Therapy).
- Criteria for assessment: Distinguished performance in clinical practice

### **Philippa Cottam Memorial Prize**

Founded by the Friends of the Philippa Cottam Communication Clinic in memory of Philippa Cottam, member of staff in the former Speech Science Unit from 1983 to 1990.

- Frequency of award: One annually
- Eligible Candidates: Final year students reading for the Degree of BMedSci (Speech and Language Therapy)
- Assessors: The Examiners for the Degree of BMedSci (Speech and Language Therapy)
- Criteria for assessment: Dissertations submitted as part of the Final Examination, Part II.

## **11. Progression through the BMedSci (Speech and Language Therapy)**

### **Assessments and timescales**

Students are assessed using a variety of methods on the BMedSci (Speech and Language Therapy) programme. Written examinations take place within semester one and two exam periods, with deadlines for other forms of assessment distributed across the academic year. There is a resit examination period in August of each year.

Student results for completed course components are formally processed through Departmental Examination Boards, which occur following each exam. Students receive formal statements of marks after each Board.

BMedSci (Speech and Language Therapy) students graduate with other students from the Faculty of Medicine, Dentistry and Health. This typically takes place in July of the final year.

### **Progression**

The pass mark for all modules is **40** and students must **pass all modules** in each level before progressing to the next level.

For course components constituted by multiple assessments (e.g. two or three examinations or assignments), the progression criteria may vary for individual modules. For some, students only require an **overall pass** to progress. For the following modules, students are required to reach a grade of 40 for **each individual component**: Professional Practice 1; Professional Practice 2; Professional Practice 3; Key Clinical Topics 1; Key Clinical Topics 2.

This means that students may not be required to resit failed individual assignments or examinations as long as their overall aggregated mark within each course component (module) is 40 or above. There is the following exception to this:

For the Professional practice modules, students **must** receive a pass on each Practice Educator report to progress and pass **all** assessments within the module.

### **Final degree calculations**

Final degree calculations for the BMedSci (Speech and Language Therapy) are based on Years 2 and 3, with a 1:2 ratio. That is, year 2 marks are counted once, and year 3 marks are counted twice. This means that marks for year 2 comprise one-third of the final degree calculation, and marks for year 3 comprise two-thirds. This is in line with other degrees across the university.

### **Failure to complete all components/modules**

A student who fails to complete the final year will not be eligible for the award of a BMedSci (Speech and Language Therapy) degree. If the student has sufficient credits they *may* be eligible to receive a non-clinical award such as a Certificate or Diploma of Education. Note that this will only be granted with Faculty approval; it is not an automatic process or guaranteed outcome.

## **12. Pastoral Support for BMedSci Students**

In each level of the degree programme, students have a personal tutor. If students have any queries or concerns about their time at the University, then students are encouraged to contact the personal tutor who will work with the student to support the student and resolve any issues. The personal tutor can support the student to involve other agencies at the University as appropriate.

## **13. Student Feedback and Concerns**

Students are invited to give their feedback on all the modules they study and the programme in general as they progress through the levels. After each semester, students are invited to meet as a focus group to give their feedback on that semester. This feedback is collated by the Programme Director and disseminated to the relevant staff. The actions are then communicated back to the student with explanations about the actions taken. Students can also feedback during the Student Voice meetings via their year rep.

If students have any concerns about the programme and/or their studies they are encouraged to contact their personal year tutor, Programme Director or other member of staff as quickly as they can.

Please see the AHPNM Student Handbook for further detailed information about student feedback, concerns and complaints.

## **14. Other Useful Information**

The Student Services department at the University of Sheffield is extremely valuable to all students. Here, students can find out all they need to know about their studies, the University and how to access advice and support about any aspect of their time at the University.

<https://students.sheffield.ac.uk/ssid/contacts/ssid> Student Services Information Desk

<https://students.sheffield.ac.uk/support-hub> online SSiD support hub

### **Key documents/information sources specific to the speech and language therapy profession**

HCPC Standards of Proficiency for Speech and Language Therapists –

<https://www.hcpc-uk.org/resources/standards/standards-of-proficiency-speech-and-language-therapists/>

Royal College of Speech and Language Therapists (RCSLT)

[www.rcslt.org](http://www.rcslt.org)

Health and Care Professions Council

[www.hcpc-uk.org](http://www.hcpc-uk.org)



## Appendix 1: Placement Adjustment Plan



**University of  
Sheffield**

### Human Communication Sciences

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## Placement Adjustment Plan (PAP)

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

#### Contents

	Page
What is a speech and language therapy placement?	2
What is a Placement Adjustment Plan?	2
Important information about the BMedSci/MMedSci Speech and Language Therapy) Programmes for students with a disability and/or a long term health condition	3
Health Requirements	3
Disability	3
Mandatory Attendance	4
Completion of Requisite Placement Hours	4
Programme Completion	4
Supporting a student with a disability and/or long term health condition	4
Who is a Placement Adjustment Plan for?	6
Disclosure and Confidentiality	6

<b>Who should I contact?</b>	6
<b>Guidance for staff and students completing the Placement Adjustment Plan</b>	7
<b>The Placement Adjustment Plan</b>	8

### **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 University of Sheffield SLT Clinic, which is the in-house clinic in Human Communication Sciences (HCS). 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 HCS 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 HCS 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, HCS 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 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 department 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 (525 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 4 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 HCS. Relevant staff would usually include the Personal Tutor, the Programme Lead 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 HCS (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. HCS 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 department 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 department 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 HCS.

## **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.

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.

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.

Speech and language therapists. Health and Care Professions Council (HCPC). Health and Care Professions Council, Park House, 184 Kennington Park Road, London, SE11 4BU

These can all be found on the HCPC's website: [www.hcpc-uk.org](http://www.hcpc-uk.org)

### **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) <https://students.sheffield.ac.uk/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 Department of HCS 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 HCS 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 departmental Disability Liaison Officer (DLO) Ben Rutter [b.rutter@sheffield.ac.uk](mailto:b.rutter@sheffield.ac.uk) . On receipt of this the DLO will inform the Clinical Placements Team [hss-placements@sheffield.ac.uk](mailto:hss-placements@sheffield.ac.uk) 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 Clinic Coordinator 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.

<b>Mobility &amp; Access, eg:</b> <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>	<b>Physical &amp; Mental Endurance, e.g.,</b> <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>
<b>Writing / Dexterity, e.g.,</b> <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>	<b>Organisation / Planning, e.g.,</b> <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>
<b>Health &amp; Safety, e.g.,</b> <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>	<b>Environmental, e.g.,</b> <ul style="list-style-type: none"><li>• Temperature</li><li>• Lighting</li></ul>
<b>Additional Information, e.g.,</b> <ul style="list-style-type: none"><li>• Medical appointments</li></ul>	<b>Other</b> <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>

### Appendix 1: 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

