University of Sheffield

Programme Specification

This specification provides a summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

Programme Details

1. Programme title	Speech and Language Therapy		
2. Award type	BMedSci		
3. Programme details	**FHEQ Level:** 6	**Mode of Study:** Full time Full time	**Duration:** 3 years 4 years (Foundation)
4. Faculty	Faculty of Health		
5. School	**Owning:** School of Allied Health Professions, Nursing and Midwifery		
6. Accrediting Professional or Statutory Body	Healthcare Professions Council (HCPC)		
7. HECoS code *Select between one and three codes from the HECoS vocabulary.*	**Code:** 100255 **Percentage:** 100	**Code:** **Percentage:**	**Code:** **Percentage:**
Programme code(s) (internal use)	HESU001 (Full time) HESU002 (Foundation)		

9. Programme aims

The programme aims to:	
A1	To provide an engaging and stimulating learning environment that includes high quality learning resources and a curriculum based on current research and scholarship.
A2	To develop the knowledge, skills and attitudes necessary for the graduate to work as a speech and language therapist.
A3	To enable the graduate to develop the necessary competencies in order to assess and manage a range of communication and swallowing disorders at the appropriate entry-level to the profession.
A4	To equip students with the academic and professional skills needed to foster a positive attitude towards evidence-based practice and lifelong learning.

10. Programme learning outcomes

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

S6	Ability to evaluate swallowing behaviours and to manage disorders of swallowing at the appropriate entry level to the speech and language therapy profession.

11. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features)*

Development of the learning outcomes is promoted through the following teaching and learning methods:

A range of teaching and learning methods are employed including lectures, seminars, practical workshops and tutorials, guided reading, and clinical placements, according to the nature of the material being addressed:

Formal lectures are used to convey essential information in speech and language pathology and its related disciplines; lectures are linked to *small-group tutorials* which explore lecture material through discussion and which enable the application of theoretical knowledge to the clinical setting.

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

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

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

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

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

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

12. Assessment and feedback methods *(this should include the range of types of methods used)*

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

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

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

Written assignments also take a number of different formats: *essays* test knowledge in specific areas and the integration of knowledge across areas; *portfolios* allow the student to build up an evidence-base of knowledge and skill accumulated over the entire course as well as in specific modules; *projects* and, in

particular, the final year project/dissertation allow students to demonstrate in-depth knowledge of the evaluation of the evidence base in speech and language therapy and/or human communication and its disorders.

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

APPENDIX: FOUNDATION YEAR CONTENT

9A. Programme aims

The programme aims to:	
A1	Provide students with subject based knowledge and skills of the required standard for a successful undergraduate career at the University of Sheffield.
A2	Develop students' familiarity with different methods of learning, teaching and assessment employed at the University of Sheffield.
A3	Build confidence in students' academic ability and develop understanding of personal strengths and weaknesses.
A4	Develop students' ability to adapt knowledge and skills in new situations.
A5	Increase students' awareness of the opportunities as well as the challenges of studying as an undergraduate student throughout the University year.
A6	Provide strategies for managing the conflicting demands placed upon mature students.
A7	Provide information and guidance relating to students' chosen degree programme.
A8	Develop students' awareness of the key attributes of the Sheffield Graduate.
A9	Encourage students' enthusiasm and motivation for future degree level study.

10A. Programme learning outcomes

Knowledge and understanding (K) On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
K1	Knowledge and understanding of Academic English of a standard necessary for successful progression to Level 1 HE study.
K2	Knowledge and understanding of Mathematics and descriptive statistics of a standard necessary for successful progression to Level 1 HE study.
K3	Subject knowledge and understanding of the Sciences and Health sufficient for successful progression to Level 1 of BMedSci Speech and Language Therapy.
K4	Knowledge and understanding of the opportunities as well as the demands placed on students by university style methods of learning, teaching and assessment.

K5	Knowledge of personal study strengths and weaknesses.
Skills and other attributes (S) *When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). SGAs can be found here* On successful completion of the programme, students will be able to:	
S1	Relevant skills in the acquisition, evaluation and use of subject-related information in different circumstances.
S2	Essential skills in oral and written communication.
S3	Problem-solving and presentation skills sufficient to develop and sustain a coherent line of argument.
S4	Ability to participate effectively in group work activities, both assessed and non-assessed.
S5	Ability to carry out small-scale independent study and research.
S6	Familiarity with basic techniques of quantitative and qualitative data collection and analysis.
S7	Information literacy skills sufficient for effective study at Level 1.
S8	Reflective learning skills which promote self-awareness and appropriate responses to feedback.

11A. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

Development of the learning outcomes is promoted through the following teaching and learning methods:

1. **Lectures and seminars.** Most modules rely largely upon a mixed lecture/seminar format in order to impart essential subject knowledge, build confidence and encourage individual student participation. The latter is achieved through regular question and answer sessions and the use of small-group work to stimulate discussion on particular issues. The balance between tutor- and student-led discussions varies from subject area to subject area. (K1-3, S1-4).
2. **Problem solving classes.** These are an integral part of the Maths and Statistics module, allowing students to develop their problem solving skills with individual support from tutors where necessary. The work carried out in these classes allows students to apply and practice their theoretical knowledge, as well as their examination technique, in a supportive environment. (K2-3, S1, S3, S6).
3. **Field studies.** Short field study trips to specific landscapes, places or buildings (e.g. museums) are employed in modules in order to introduce particular concepts, ideas and techniques best understood in context. These also provide an opportunity to practice basic recording methods in some instances. (K2-4, S1, S4-6).
4. **Independent study.** This is the most important part of the learning process for most Foundation Year students. The extent to which independent study is formally guided by the tutor through the setting of specific weekly “private study tasks” will vary from subject area to subject area. In many natural science based subjects, for example, formal or informal question papers and tasks may be set on a regular basis. In other subjects, the emphasis will be more upon the location, reading and analysis of suitable primary or secondary sources, often in preparation for particular formally assessed essay questions or projects.

All students take a core Extended Project module which specifically develops their independent study and research skills. Within this and the Academic Literacy and Communication Skills module, students are also encouraged to monitor and reflect on their learning and performance in a number of different contexts (K3-5, S1-8).

5. **Skills and subject-based tutorials.** These are provided as part of the core Extended Project and Academic Literacy and Communication Skills modules. All students are also assigned a personal tutor for the duration of their studies on the Foundation Year with whom they are encouraged to discuss their progress and degree choice. (K3-5, S8).
6. **Group work.** Throughout the Foundation Year students are encouraged to work together and support one another both within and outside the classroom – sharing knowledge and experience in a creative way in order to develop support networks during their time on the Foundation Year which they can continue to draw upon in their future degree level studies. (K4-5, S4, S8).
7. **On-line activities.** All Foundation Year modules make use of MOLE courses to develop familiarity with the use and potential of virtual learning environments to enhance and structure learning, and as a tool for effective communication. (K1-5, S2, S4, S7-8).
8. **Revision workshops.** All those modules which include substantial summative assessment by formal written examination will include specific workshops tailored to prepare students for this particular form of assessment. This is an area of assessment which mature students often find particularly challenging, but is also a key assessment tool used at level one and above on most degree pathways (K4, S2-3, S8).
9. **Laboratory sessions.** Biology modules include some laboratory classes in which students will practice basic laboratory procedures, skills and techniques, whilst exploring their understanding of subject knowledge through experiment and observation (K1, K3-4, S1, S3, S5-6).

The Foundation Year is taught by subject specialist academic tutors within the Department for Lifelong Learning, augmented by Extended Project supervision by an academic in the student's destination department, in teaching spaces across campus which are as far as possible selected for their suitability for appropriate delivery methods.

As well as Blackboard, the Foundation Year makes extensive use of Encore, and numerous digitally mediated activities and interactions, both in and outside of face to face classroom sessions.

12A. Assessment and feedback methods *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

Assessment

The assessment on the foundation year of the BMedSci Speech and Language Therapy with Foundation Year is designed to provide experience of all key forms of assessment methods which students are likely to encounter at higher levels of study. Early exposure to these different assessment methods, including formative assessments delivered through Academic Literacy and Communication Skills, as well as the opportunities provided through feedback and tutorial discussion to reflect on these experiences, helps build students' confidence in their ability to succeed, and to identify strategies for future success. Assessment on the Foundation Year is informed by DLL academics' engagement with and contribution to research and academic literature in this specialist field.

The assessment methods employed are as follows:

1. Essays and Reports. Modules within the programme require either the preparation of an essay or a report. In preparing for and writing their essays, students are given the opportunity to demonstrate the achievement of K1, K3, S1-3, S5 and S7.

2. Oral and/or poster presentations. Individual and group presentations, supported by Powerpoint or posters, are assessed as part of the core Academic Literacy and Communication Skills and Introduction to the Social Sciences modules respectively. They provide an important opportunity for students to demonstrate to their peers their achievement of all learning outcomes.

3. Reflexivity exercises: These exercises can take various forms (e.g. learning journal, feedback action planning, critical reflection on individual extended essay/project) and are an important element of the Academic Literacy and Communication Skills and Extended Project modules. They provide students with the opportunity to demonstrate the achievement of K1, K3-5, S1-8.

4. Unseen examinations: End of module examinations are an integral part of all 'Foundations of …' and the Introduction to Health modules. In preparing for and sitting examinations, students are given the opportunity to demonstrate the achievement of K1-3, S1-3 and S6.

5. Extended project. The core extended project module gives all students the opportunity to develop their independent research and communications skills, whilst further exploring subject matter relevant to their chosen degree programme in more depth. The successful completion of this module enables students to demonstrate achievement of all learning outcomes.

Feedback

Students receive both formative and summative feedback, and feed-forward, throughout their Foundation Year.

The core Academic Literacy and Communication Skills module is specifically designed so that feedback received on this module can be used to improve and develop work on subject-based modules. Assessment on ALCS is incremental, and takes account of the particular needs of our student body, informed by pedagogical research.

All students have the opportunity to sit a mock exam as part of ALCS, and feedback is given on this through engagement with the markscheme.

Summative feedback is usually provided through Turnitin, with a mix of annotations and summary feedback. On some modules, voice feedback is also provided. DLL is currently developing a departmental policy on feedback, informed by research in the field, which will include recommendations about providing positive pointers for improvement, and providing an appropriate amount of feedback (i.e. not too much for a student to engage with).

Formative feedback is provided face to face on developing work through tutorials on the Extended Project module, and through personal tutorials. Individual tutorials are also a timetabled part of ALCS, enabling students to receive personalised formative feedback on the ALCS assessments which then feed into their assessment on subject-based modules; likewise, group tutorials are used to deliver face-to-face subject-based feedback. Summative written feedback on ALCS also serves as formative feedback for other assignments.

Students are encouraged to reflect on their feedback as part of an ALCS assignment, and DLL is shortly launching an assignment cover sheet which is designed to encourage students to engage with feedback.

Various forms of instant feedback are also used in class through the use of Socrative quizzes, Plickers &c. to check and reinforce learning.

We aim to tailor our feedback to our particular student cohort, mindful of their (usually) mature status and/or previous experiences of education.

Version Number:	Purpose / Change:	Cohort affected: (academic year and level)	Date change approved:
1			November 2016
2		Foundation Year only	November 2019
3			March 2026
4	Major Amendment	26/27 - Foundation 27/28 - Year 1	September 2026

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