

BSc Speech and Language Therapy
For students entering Part 3B in October 2007

UCAS code: B690

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant subject benchmarking group:	Speech and Language Therapy
Faculty of Life Sciences	Programme length: 4 years
Date of specification:	February 2007
Programme Director:	Professor Susan Edwards
Board of Studies:	Clinical Language Sciences
Accreditation/Approval:	The Royal College of Speech and Language Therapists (RCSLT); Health Professions Council (HPC).

Summary of programme aims.

The programme provides an honours degree and a certificate to practise as a speech and language therapist. The four-year programme incorporates a practical clinical component (120 credits) and academic study (360 credits). The core subjects include linguistics, medical studies, psychology and language pathology, which are relevant to the analysis and understanding of normal speech and language and to the understanding and treatment of abnormal speech and language. In addition to the study of the core subjects, students study specialist courses on assessment, therapeutics and clinical skills and participate in practical clinical work. Students gain an awareness of research methods and their application to clinical practice and complete a research project. They are expected to graduate with knowledge and skills that will enable them to deliver evidence-based clinical practice across a multiplicity of communication disorders. It is expected that the theoretical knowledge and clinical competence achieved will satisfy the requirements of the Royal College of Speech and Language Therapists and provide eligibility to apply for registration with the Health Professions Council.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills that all students are expected to develop by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem solving, team working and use of information technology.

The range of transferable intellectual and practical skills acquired on this programme will include the ability to synthesise, analyse and evaluate information and theoretical claims; to communicate effectively through written and oral reports to professional and non-professional audiences; to work independently and co-operatively in a variety of work environments; to evaluate the effectiveness of intervention. Students will have an understanding of and have experienced multidisciplinary and multi-professional co-operation. They will have developed skills in information technology and be able to apply these skills to clinical study and practice. They will have basic computer skills that will include word-processing; the management of data bases; working with statistical

packages; using e-mail; using search facilities. They will have an understanding of the need to engage in life-long learning in order to maintain their professional skills.

Programme Content

The following profile contains the list of modules in each of the four parts. Each part comprises 120 credits: all modules in the first three years are compulsory; there is an option module (choice of three modules) in the final year.

Part 1 (three terms)

All modules are compulsory (120 credits):

		<i>Credits</i>	<i>Level</i>
LS1SG	Sounds, Grammar and Meaning	20	C
LS1IS	Language in the Individual and in Society	20	C
LS1M1	Medicine 1	20	C
LS1C1	Introduction to Clinical Studies	20	C
PY11A	Psychology Research1	10	C
PY11B	Perception & Learning	10	C
PY12F	Developmental and Social Psychology	10	C
PY12E	Cognition and Applied psychology	10	C

Part 2 (three terms)

All modules are compulsory (120 credits):

		<i>Credits</i>	<i>Level</i>
LS2LG	Core Linguistics	20	I
LS2CL	Child Language Development	10	I
LS2LP1	Clinical Phonetics and Phonology	10	I
LS2LP2	Communication Impairment 1	20	I
LS2M2	Medicine 2	20	I
LS2C2	Clinical Studies 2	20	I
PY24B	Developmental & Social Psychology 1	10	I
PY25H	Developmental & Social Psychology 2	10	I

Part 3A (three terms)

All modules are compulsory (120 credits):

		<i>Credits</i>	<i>Level</i>
LS3FL	First Language Acquisition	10	H
PL3RP	Research Proposal	10	H
PL3LP	Language Processing	10	H
PL2CI2	Communication Impairment 2	20	I
PL2CI3	Communication Impairment 3	20	I
PL2C3	Clinical Studies 3	30	I
PY24E	Psychology: Cognition 2	10	I
PY25L	Clinical Psychology	10	I

Part 3B (three terms)

Students will take five compulsory modules and one optional module (120 credits):

Compulsory Modules

		<i>Credits</i>	<i>Level</i>
PL3AL	Applications of Linguistics	10	H
PL3SN	Special needs	10	H
PL3PD	Advanced Professional Development	10	H
PL3RD	Research Dissertation	30	H
PL3C4	Clinical Studies 4	50	H

One of the following optional Modules:

		<i>Credits</i>	<i>Level</i>
PL3LI	Specific Language Impairment	10	H
PL3LAA	Linguistic Aspects of Aphasia	10	H
PL3EL	Electrophysiology of Language	10	H

Progression Requirements

To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken at Part 1 and a mark of at least 30% in individual modules amounting to not less than 100 credits. **In order to progress from Part 1 to Part 2** a student shall normally be required to achieve a threshold performance at Part 1, and to have obtained at least 40% in the Linguistics modules LS1SG, LS1IS, LS1M1 and LS1C1 averaged together, with at least 30% in each module; and to have obtained at least 40% in the Psychology modules PY11A, PY11B, PY12E and PY12F averaged together, with at least 30% in each module.

To gain a threshold performance at Part 2 a student shall normally be required to achieve: an overall average of 40% over 120 credits taken at Part 2 and a mark of at least 30% in individual modules amounting to not less than 100 credits. **To progress from Part 2 to Part 3A** a student shall normally be required to achieve a threshold performance at Part 2, and to obtain at least 40% in module LS2LP1; and to obtain an overall average of 40% in the modules LS2LG, LS2CL, LS2LP2, LS2C2 and LS2M2 averaged together with no module less than 30%; and to obtain an overall average of 40% in the two Psychology modules averaged together with no module less than 30%.

To proceed from Part 3A to Part 3B a student shall normally be required to obtain an overall average of 40% and at least 40% in each of PL2CI2, PL2CI3, and PL2C3 (*Communication Impairment 2 and 3 and Clinical Studies 3*)

Students who do not obtain 40% in PL2C3 but otherwise meet the threshold requirements may proceed to a non-clinical degree.

Summary of teaching and assessment

Modules are taught by lectures, seminars, tutorials and workshops. The dissertation

module is supported by individual supervision. Part 1 contains preparation for clinical practice. Parts 2, 3A, and 3B include clinical placements which are supported by tutorials. Clinical placements are provided both on and off campus. Students start clinical practice as observers and by the end of their final year are taking responsibility for their own caseloads. Students complete over 450 hours of clinical work as part of the requirement of the professional bodies (Royal College of Speech and Language Therapists and the Health Professions Council). Students need to pass PL3C4 with 40% in order to be recommended to the Royal College of Speech and Language Therapists for a certificate to practise and eligibility to apply for registration with the Health Professions Council.

The medicine Modules in Part 1 and Part 2 and the Communication Impairment modules in Part 2 and Part 3A contain more taught hours than other modules. A large number of topics need to be included in order to comply with professional requirements.

The Parts contribute to the overall assessment as follows: Part 2 20%, Part 3A 30%, Part 3B 50%.

Career Management Skills

This programme has adopted the 'pervasive model' where the course content is embedded across a range of modules. Students on this programme have made their career choice and are funded by the NHS on the understanding that they will work as qualified speech and language therapists at the completion of this programme. Throughout the degree programme they have seminars and workshops developing skills that will be useful in their careers. Some of these are general such as developing observation skills, dealing with conflict, problem solving, working with colleagues from different professions, working collaboratively within a team, decision making, relating to a range of patients and professionals, identifying career profiles and time management. Some skills are more career specific such as writing professional reports and dealing with confidentiality issues. All of the clinical hours (450 +) focus on developing work-skills. The degree contains a research module where skills in accessing information, collecting, evaluating and analysing data are taught and practised as well as the skill of writing a professional paper. During the course of the degree, students develop a range of IT skills.

Admission Requirements

Access:	At least 18 credits at level 3.
GCSE	Grade C or higher in English Language, Mathematics and a science subject
UCAS tariff	320 points from three A levels 320 points from one 12 unit advanced GNVQ PLUS one 6 unit advanced GNVQ OR one A level NB Two AS levels will be accepted in the place of one A level (in a different subject)
BTEC:	At least 70% of modules passed with distinction and the remaining 30% passed with merit
Scottish Highers:	320 points

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Welsh Baccalaureat:	320 points
Irish Leaving Certificate:	AABBBB
European Baccalaureat:	75% or above
International Baccalaureat:	32 points

For overseas applicants for whom English is not the first language, a British Council IELTS score of 7.5 or above is required (with not less than 7.0 in any of the four individual elements).

Contact the Admissions Secretary (Mrs Lesley Heaton, 0118 378 7466) or the Admissions Tutor (Mrs Carol Fairfield 0118 3787462) for further details.

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Students Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, The Careers Advisory Service, The University's Disability Advisors, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is also provided through the University's Personal Academic Record (PAR) Scheme, in which students meet regularly with their Personal Tutors to discuss their academic record.

Within the School of Psychology and Clinical Language Sciences, additional support is provided through staff contact and access to a range of learning resources. Students have clinical tutorials in Parts 3A and 3B, and dissertation supervision in Part 3B. The Speech & Language Therapy clinical area has excellent viewing facilities enabling students to observe clinical practice and also houses a range of clinical publications, assessments, materials and videos that can be used to supplement clinical teaching and practice. Students can use the audio and visual recording machines within the SLT clinic for their clinical work. Learning is also supported by access to databases and other academic learning on-line materials within the School's Corpus facilities. The Speech Research Laboratory contains a variety of state-of-the art computerised means of performing a range of speech and voice analyses.

Career Prospects

Students graduating in Speech and Language Therapy, with a pass of at least 40% in the module PL3C4 will be recommended to the Royal College of Speech and Language Therapists for membership and a licence to practice, and are eligible to apply for registration with the Health Professions Council. Most graduates will be employed in the health service working in health centres, schools, rehabilitation centres, within the community or within hospitals. Some posts are funded by education authorities and a

small percentage of graduates will work for private schools or agencies, or within the voluntary sector. Opportunities exist for research and study for higher degrees.

Opportunities for Study Abroad

There are no formal arrangements for study abroad but students do have an opportunity to visit the University of Lund, Sweden during their summer vacation between Part 3A and Part 3B to study with the speech and language therapy students and to take a specialised course in Voice.

Educational aims of the programme

The aims of this programme are that students will have an appreciation of the principles of the scientific study of normal and abnormal language; a knowledge of the nature and development of language and knowledge of a range of speech and language disorders; an understanding of the role and significance of language in the individual and society; practical skills in the analysis of normal and abnormal language; knowledge of a range of pathologies associated with abnormal speech and language; clinical skills for dealing with a range of clients and a multiplicity of communication disorders and associated pathologies. The professional skills acquired will equip them to practise as speech and language therapists.

Programme Outcomes

Knowledge and Understanding

A Knowledge & understanding of:

1. The normal processes of speech and language;
2. The range and diversity of communication impairments encountered in clinical practice;
3. The impact of communication impairment on a speaker;
4. The means of identifying, assessing, treating and managing people with communication impairment.

Teaching/learning methods & strategies:

1, 2, 3, and 4 are achieved through lectures, seminar, workshops & written exercises.

Individual tutorials and supervised clinical practice contribute to the achievement of 2, 3, and 4.

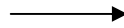
Assessment

1 is assessed through the examination of the linguistic modules and tests at the completion of the medical modules at the end of Parts 2 and 3.

2, 3 and 4 are assessed through assignments and examinations in Parts 2, 3A and 3B.

B. Intellectual skills: graduates will be able to:

1. Analyse and evaluate data.
2. Express facts, concepts and new information by appropriate written and spoken means.
3. Recognise limitations of knowledge and be able to seek appropriate information from a variety of sources.
4. Demonstrate independent thought and an ability to absorb and evaluate new information.



Teaching/learning methods & strategies:

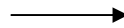
Intellectual skills are developed throughout the programme through interactive teaching, students' written and oral presentations in academic and clinical settings, clinical observation, and supervised clinical practice.

Assessment

1, 2, 3, and 4 will be assessed by assignments and examinations of the psychology, linguistic and clinical science modules of Parts 2, 3A, and 3B. 3 and 4 will be assessed through assignments (including Part 3B dissertation) and examinations of Parts 2, 3A, and 3B.

C. Practical skills: graduates will have a number of general skills as well as a range of professional skills. General skills will include:

1. The ability to access and evaluate academic and clinical information using a range of resources;
2. The ability to use IT for report writing, data access and management; and statistical analyses;
3. The ability to communicate and work with a diversity of other professionals;
4. The ability to reflect and evaluate his/her own academic and clinical work;
5. Professional skills will meet the requirements of the accrediting and regulatory bodies.



Teaching /learning methods & strategies:

Practical skills are acquired through practical classes, student presentations, students' personal study and clinical practice. Written and verbal feedback is given throughout and there are opportunities for peer learning in academic and clinical settings.

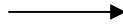
Assessment

Practical skills are integrated into each stage of study and are assessed through assignments in Part 2, 3A, and 3B. Focus on the assessment of clinical skills that integrate the students' practical experiences and academic study comes at the completion of modules PL3C3 and PL3C4.

D. Transferable skills:

Students learn to;

1. work independently;
2. work within professional teams;
3. respect cultural differences;
4. manage time;
5. access and evaluate information;
6. honour confidentiality.
7. Students achieve communication, IT and statistical skills.



Teaching/learning methods and strategies:

Students learn to work in different environments and with a wide range of different people through their clinical practice and University classes. Skills acquired in the classroom through group work, discussions and presentations are transferred to clinical work in schools, hospitals etc. They learn to communicate with and work alongside a variety of professions.

Assessment

Skills listed in 1-3 are mainly assessed in modules PL2C2, PL3C3 and PL3C4, whilst skills listed in 4-7 are assessed throughout the degree programme.

Please note - This specification provides a concise 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.