

MSc Speech and Language Therapy

For students entering Part 1 in October 2007

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: 2 years
For students entering in 2007	Date of specification: 16/02/07
Programme Director:	Professor S. Edwards
Board of Studies:	Clinical Language Sciences
Accreditation/Approval:	The Royal College of Speech and Language Therapy
	The Health Professions Council.

Summary of programme aims.

This two-year programme provides a Master's degree with a certificate to practise as a speech and language therapist. Students study 1) core subjects of linguistics, medicine and psychology and how these subjects contribute to an understanding of normal and non-normal speech and language and 2) basic and specialised topics of language pathology. In addition, students develop therapeutic skills through tutorials, workshops and supervised clinical practice. It is expected that the theoretical knowledge and clinical competence achieved will enable graduates to engage in evidence based practice and clinical research, 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 range of transferable intellectual and practical skills acquired on this degree programme will include the following:

- An ability to synthesise, analyse and evaluate information and theoretical claims;
- skills in effective written and oral communication appropriate for both professional and non-professional audiences;
- the ability to work independently and co-operatively in a variety of work environments;
- an ability to evaluate the effectiveness of clinical intervention
- and to work within multidisciplinary and multi-professional teams.
- Students will be able to apply skills of information technology to clinical research and practice. These will include word-processing; the management of data bases; working with statistical packages; using e-mail; using search facilities; working with computerised clinical packages.
- They will have an understanding of the need to engage in life-long learning in order to maintain their professional skills and knowledge.

Programme Content

The following profile contains the list of modules. The programme runs over two years, with students obtaining 180 credits in each year.

Year one

Students must obtain 180 credits. All modules in year one are compulsory.

		<i>Credits</i>	<i>Level</i>
LSMPH1	Foundation Phonetics & Phonology	10	M
PLMCLA	Child Language Acquisition	10	M
PLMFS	Foundation of Syntax	10	M
PLMLP	Language Processing	10	M
PLMM1	Medicine 1	20	M
PLMM2	Medicine 2	20	M
PLMCPH	Clinical Phonetics	10	M
PLMCI1	Communication Impairment 1	20	M
PLMCP1	Clinical Practice 1	30	M
PY2D1M	Developmental & Social Psych. 1	10	M
PY2D2M	Developmental & Social Psych. 2	10	M
PY2C2M	Cognition 2 (Hearing & Language)	10	M
PY2CLM	Clinical Psychology	10	M

Year 2

Students will take six compulsory modules and one optional module (180 credits):

Compulsory modules

		<i>Credits</i>	<i>Level</i>
PLMCI2	Communication Impairment 2	20	M
PLMCI3	Communication Impairment 3	20	M
PLMSN	Special Needs	10	M
PLMPD	Advanced Professional Development	20	M
PLMRD	Research and Dissertation	40	M
PLMCP2	Clinical Practice 2	60	M

Optional modules:

		<i>Credits</i>	<i>Level</i>
PLMLI	Specific Language Impairment	10	M
PLMLAA	Linguistic Aspects of Aphasia	10	M
PLMEL	Electrophysiology of Language	10	M

Summary of Teaching and Assessment

Modules are taught by lectures, seminars, tutorials and workshops. The dissertation module is supported by individual supervision and there is individual supervision in clinical placements. This supervision is provided by qualified speech and language therapists and provides students with an interactive learning experience. Clinical placements are provided both on and off campus. Students start clinical practice observing clinical sessions within the School's speech and language therapy clinic. These

are supported by tutorials. During the second year, students take increasing amount of responsibility for their own caseloads.

Students on this degree programme complete over 450 hours of clinical work as part of the requirement of the professional and regulatory bodies (Royal College of Speech and Language Therapists and the Health Professions Council).

Modules are assessed by a combination of course-work and formal examination. Assessment of PLMCP2 includes two practical clinical examinations. Students need to pass both of the clinical exams and gain 50% or more in this module in order to be recommended to the Royal College of Speech and Language Therapists and to be eligible to apply for registration with the Health Professions Council for a certificate to practise.

The University's taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

Progression requirements

To progress from year one to year two, students must gain an average mark of 50 in year one.

To be awarded the degree of Master students must gain an average mark of 50 in year two and a weighted average mark of 50 or more overall, including a mark of 50 or more for PLMRD. Further, they must have no mark below 40 in modules PLMCI2 and PLMCI3, and a mark no less than 50 in module PLMCP2. Further, students must have completed a total of 150 clinical sessions in years one and two combined. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 60 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for PLMRD and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the PLMRD and have no mark below 40 will be eligible for a Merit. Students who gain a mark of 70 or more in PLMCP2 will be eligible for a Clinical Distinction.

Weighting for classification purposes is 40% for year one and 60% for year two.

Admission Requirements

Applicants need to have an upper second class or first class degree in a related subject such as linguistics, psychology, medical sciences or education studies. In addition, it is expected that applicants will have knowledge of speech and language therapy, experience

of health care or education provision for adults or children or other appropriately related work experience. Applicants will normally be interviewed before being offered a place. Students will normally be expected to have a year's work experience before being admitted to this programme.

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).

PROGRAMME AIMS AND OUTCOMES

Education 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.

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, tests and course work in the modules at the end of year one.

2, 3, and 4 are assessed through assignments in the first year and assignments and examinations in year two.

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 modules, including the clinical modules during years one and two.

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. Ability to construct and present logical arguments.
6. Professional skills will meet the requirements of the accrediting / regulating 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 both years.

Focus on the assessment of clinical skills that integrate the students' practical experiences and academic study comes at the completion of modules PLMCP2.

D. Transferable skills:

Students learn to;

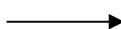
1. work independently;
2. work within professional teams;
3. respect cultural differences;
4. manage time;
5. access and evaluate information;
6. honour confidentiality.
7. Students achieve communication skills, IT and statistical skills.

Teaching/learning methods & 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 are required to communicate and work alongside a variety of professions.

Assessment

Skills listed in 1 – 3 are mainly assessed in modules PLMCP1 and PLMCP2 while 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.