

MSc in Speech and Language Therapy (full-time)
For students entering in 2016/7

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Speech and Language Therapy
Faculty:	Life Sciences Faculty
Programme length:	2 years
Date of specification:	06/Oct/2016
Programme Director:	
Programme Advisor:	
Board of Studies:	Speech and Language Therapy
Accreditation:	The Royal College of Speech and Language Therapy; The Health and Care 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

Year 1: All modules in year one are compulsory.

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
PLMPPR	Foundations of Phonetics & Phonology	20	7
PLMCLA	Child Language Acquisition	10	7
PLMFG	Foundation of Grammar	10	7
PLMLPSLT	Language Processing for Speech and Language Therapy	10	7
PLMM1	Medicine 1	20	7
PLMM2	Medicine 2	20	7
PLMCPH	Clinical Phonetics	10	7
PLMCI1	Communication Impairment 1	20	7
PLMCP1	Clinical Practice 1	30	7
PYMTA1	Typical and Atypical Development 1	10	7
PYMTA2	Typical and Atypical Development 2	10	7
PYMPS2	Personality and Social Psychology 2	10	7

Year 2 Students will take six compulsory modules and one optional module (180 credits)

Compulsory modules

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
PLMCI2	Communication Impairment 2	20	7
PLMCI3R	Communication Impairment 3	30	7
PLMCI4	Communication Impairment 4	10	7
PLMPDR	Advanced Professional Development	10	7
PLMRD	Research and Dissertation	40	7
PLMCP2	Clinical Practice 2	60	7
<i>Optional modules</i>			
PLMEL	Electrophysiology of Language	10	7
PLMDS	Oropharyngeal Dysphagia	10	7
PLMDOF	Disorders of Fluency	10	7
PLMLDG	Language in Genetic Disorders	10	7
PLMCAA	Theoretical and Clinical Aspects of Anomia	10	7
PLMASD	Language in Autism Spectrum Disorders	10	7

Part-time or modular arrangements

N/A

Progression requirements

To progress from year one to year two, students must gain an average mark of 50 in year one and a mark no less than 50 in modules PLMCI1 and PLMCP1.

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 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:

Mark	Interpretation
70 - 100%	Distinction
60 - 69%	Merit
50 - 59%	Good standard (Pass)

Failing categories:

40 - 49%	Work below threshold standard
0 - 39%	Unsatisfactory Work

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. 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.

The title for this degree is protected by the Health Professions Council. Candidates awarded the degree of Master may apply to register with the Health Professions Council as a Speech and Language Therapist. Students must gain a mark of at least 50% in modules PLMCI2, PLMCI3R, PLMCI4 (Communication Impairment 2, 3, 4), PLMCP2 (Clinical Practice 2) and PLMPDR (Advanced Professional Development). Students who fail these modules may re-submit work and/or be re-examined and on successful completion pass the degree. Marks awarded on the re-take will be restricted to 50%. Students who re-take and fail at re-take in

one or more of PLMCI2, PLMCI3R, PLMCI4, PLMCP2 and PLMPD may be eligible for a degree in Language Sciences.

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).

Admissions Tutor: Mrs Lesley Heaton, 0118 378 7466 or l.a.heaton@reading.ac.uk

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student 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, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Career prospects

Opportunities for study abroad or for placements

Programme Outcomes

Knowledge and Understanding

A. Knowledge and 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 and strategies

1, 2, 3 and 4 are achieved through lectures, seminars, workshops and 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 coursework 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.

Skills and other attributes

B. Intellectual skills - *able to:*

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.

C. Practical skills - *able to:*

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. The ability to construct and present logical arguments.

Professional skills will meet the requirements of the accrediting / regulating bodies.

D. Transferable skills - *able to:*

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 and 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.

Teaching/learning methods and 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 module PLMCP2.

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. Students 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.