1	Awarding Institution	University of Newcastle

2	Teaching Institution	University of Newcastle

3	Final Award	MSc

4	Programme title	**Speech and Swallowing Research (Dysphonia/Dysphagia)** (as was: Advanced Clinical Studies in Speech and Swallowing)

5	Programme Accredited by:	N/A

6	UCAS Code	N/A

7	QAA Subject Benchmarking Group(s)	

8	Date of production/revision	14 April 2004

9   Programme Aims:

To produce clinicians with the understanding, knowledge and skills to manage clinical issues, systematically evaluate the existing evidence base, design, perform and publish high quality health research. Specific aims of the course are:

- To develop advanced clinical skills in the assessment of speech or swallowing disorders

- To develop advanced clinical skills in the management of speech or swallowing disorders

- To develop advanced clinical skills in the therapy of speech or swallowing disorders

- To provide students with the skills needed to perform high quality research in their own workplace on issues relevant to their individual needs

- To provide students with the skills needed to present and publish their research at a national and international peer reviewed level

- To enhance the transferable and personal skills of students to optimise their input to and the development of the Health Service

Core Modules

Library and Information Technology Skills (including literature searches)

Intermediate IT (Word/Excel/PowerPoint/EndNote)

Research Methods/Ethics/Statistics/Critical Appraisal

Research Project

Oral Presentations Skills

Writing for Publication

Models of Clinical Management

Speciality Specific Modules

<u>Dysphonia</u>	<u>Dysphagia</u>
Voice Update	Swallow Update
Videolaryngealendoscopy	Laryngoscopic Evaluation of Swallowing
Advanced Clinical Voice Instrumentation	Advanced Concepts in Videofluoroscopy

10   Clinical knowledge and understanding

A   Programme Intended Learning Outcomes:

A1   up to date knowledge base of normal voice: anatomy, physiology and functional control systems and developed to an advanced level in current issues pertaining to the voice and its disorders (dysphonia stream only)
A2   update knowledge base of normal swallow: anatomy, physiology and functional control systems and developed to an advanced level in current issues pertaining to swallowing and its disorders (dysphagia stream only)
A3   theoretical and clinical principles underlying videolaryngeal endoscopy (VLE)
A4   theoretical and clinical principles in using and evaluating videofluoroscopy (VFSS) as an assessment technique in dysphagia management (dysphagia stream only)
A5   models of clinical management
A6   theoretical and clinical principles underlying advanced clinical voice instrumentation (dysphonia stream only)

(b)   Teaching and Learning   Methods and Strategies

A1	Voice update	Lectures, seminars practicals	Independent reading
A2	Swallow update	Lectures, seminars practicals	Independent reading
A3	VLE	Lectures, tutorials, practicals	Independent reading, workplace competence
A4	VFSS	Lectures, tutorials, practicals	Independent reading
A5	Models of management	Seminars, tutorials	Independent reading
A6	Voice instrumentation	Tutorials, practicals	Independent reading

The primary means for imparting knowledge and understanding (A1-A6) are lectures and small group teaching. A3, A4, A6 are supported by practical sessions. The seminars and tutorials allow students to check their learning progress with their peers. A major feature of the course is independent learning through critical literature review, which is guided by the course tutors to fit the individual student's requirements and supported by email/telephone tutorials to facilitate effective distance learning.

(c)   Assessment Strategy and Methods

ML = Module Leader report

A1	Normal voice	Presentation, critical review
A2	Normal swallow	Presentation, critical review
A3	VLE	ML report, presentation, critical review
A4	VFSS	Presentation, critical review
A5	Models of management	Presentation, critical review
A6	Voice instrumentation	Presentation, critical review,

Knowledge and understanding is primarily assessed thorough oral presentations and written critical reviews of A1 –A6. In addition A3 has a Module Leader report to evaluate the ability to apply the clinical knowledge to new cases.

B   Clinical practical/subject-specific/professional skills

(a)   Programme Intended Learning outcomes

B1   practical principles underlying videolaryngeal endoscopy including signed competency in performing an endoscopic voice or swallow examination on a patient
B2   practical principles underlying videofluoroscopy (dysphagia stream only)
B3   practical principles underlying advanced clinical voice instrumentation (dysphonia stream only)

(b)   Teaching and Learning   Methods   and   Strategies

B1	VLE	Practicals	Clinical workplace report
B2	VFSS	Practicals	Clinical team report
B3	Voice instrumentation	Practicals	Clinical workplace report

Clinical practical skills B1 – B3 are introduced and developed through small group sessions. Workplace and team reports encourage students to reflect on their own development and their skills in a real clinical context.

(c)   Assessment Strategy and Methods

ML = Module Leader report

B1	VLE	ML report
B2	VFSS	Presentation, critical review
B3	Voice instrumentation	Presentation, critical review

Clinical practical skills B1 is assessed by Module Leader report. Clinical practical skills B2-3 are assessed by presentation, critical review.

C   **Cognitive/research design and project skills**

(a)   **Programme Intended Learning Outcomes**

C1   understanding of research methodology appropriate to the health sector
C2   understanding of research design, hypothesis formulation, effective planning and critical evaluation of the results
C3   ability to record and analyse results and to assess their significance in the clinical and academic sectors
C4   ability to integrate both research methods and findings into clinical practice
C5   understanding of the importance of publication of research projects at peer reviewed level

(b)   **Teaching and Learning**   **Methods and Strategies**

C1	Research methods in health	Lecturers, seminars, tutorials	Independent reading, coursework
C2	Research design, planning, evaluation	Lectures, seminars	Undertaking field research
C3	Record, analyse, assess results	Research project tutorials	Undertaking field research
C4	Integrate research methods to clinic	Seminars	Coursework, indep reading
C5	Publication at peer reviewed level	Lectures, tutorials	Coursework, indep reading

C1, C2, C4, C5 skills are introduced and developed through lectures and small group teaching. The research project forms a major part of the degree and develops C3 skills in addition to the other skills. Project design and subjecting it to peer review from initial idea through to final report encourages the students to develop as independent clinical researchers. Independent learning is supported by extensive critical literature reviews. Workplace based research optimises the clinical relevance of the course to the individual student and is supported by email/telephone tutorials.

(c)   **Assessment Strategy and Methods**

C1	Research methods in health	{Critical review, project proposal (oral and written)
C2	Research design, planning, evaluation	{ML report
C3	Record, analyse, assess results	Final report (oral and written)
C4	Integrate research methods to clinic	Research project
C5	Publication at peer reviewed level	Final report of standard and format of peer reviewed journal

C1, C2 are assessed using critical reviews, preliminary project proposals (both oral and written) and Module Leader reports. Final project reporting, oral and written will assess the students C3 ability and reflect their skills with C4. C5 will be assessed by the submission of the project report of a standard and format suitable for submission to a peer-reviewed journal. We have no control over publication but a strong principle of this Degree is the drive to produce clinical research of a publishable standard and to give students the confidence to get this data into the public domain. This rarely has such a high priority in MSc courses and will make an important contribution to the demand for evidence based practice in the Health Service.

D **Professional and key (transferable) skills**

(a) **Programme Intended Learning Outcomes**

D1   the development of management, self evaluation and team working skills
D2   an appreciation of the multidisciplinary nature of dysphonia/dysphagia management
D3   the ability to effectively communicate research results verbally and in writing
D4   library and information technology skills
D5   writing for publication aimed at a national peer reviewed level

(b) **Teaching and Learning** **Methods and** **Strategies**

D1	Management, self evaluation, teams	Lectures, seminars	Independent reading, coursework
D2	Multidisciplinary management	Lectures, seminars, practicals	Independent reading, clinic team report
D3	Verbal and written communication	Lectures, tutorials	Presentations, reviews
D4	Library and IT	Lectures, practicals	Coursework
D5	Writing for peer reviewed publication	Lectures, tutorials	Coursework

Lectures and small group teaching are used to facilitate the development of D1, D2, D3, D5. D2 and D4 are supported by practical sessions. D1 and D3 are continually developed throughout the duration of the course with independent reading, critical reviews and oral presentations.

(c) **Assessment Strategy and Methods**

ML = Module Leader report

D1	Management, self evaluation, teams	ML report, presentations critical reviews
D2	Multidisciplinary management	Clinic report
D3	Verbal and written communication	Oral and written reviews/reports
D4	Library and IT	ML report, critical review
D5	Writing for peer reviewed publication	Final report of standard and format of peer reviewed journal

D1, D3 are continually assessed throughout the course using oral and written critical reports. D1 is also supported by Module Leader reports. The awareness of D2 is evaluated by clinic report. D4 is assessed using a critical literature review and Module Leader report. D5 is continually assessed and developed during the course by encouraging students to submit critical reviews to employer and discipline specific publications.

Speech and Swallowing Research   (Dysphonia) or (Dysphagia)

Module	Assessment	Credit	Certificate 60	Diploma 120	MSc 180
Library and IT	Module Leader's report 100%	5	✔	✔	✔
Intermediate IT Word/Excel/PowerPoint /Endnote/SPSS	Literature search/report 50% Module Leader's report 50%	10	✔	✔	✔
Research Design Methods/Ethics/Stats/Critical appraisal	Critical appraisal written 30% Project proposal written 30% Module Leader's report 40%	15	✔	✔	✔
Research Project	Oral presentation prelim 10% Written critical review prelim 15% Oral presentation final 20% Written report final 55%	15 + 45		✔ Design only	✔ ✔
Presentation Skills Scientific Oral	Module Leader's report on presentations to peers 100% At national meeting/conference	10 + 5	✔	✔ ✔	✔ ✔
Writing for publication	Module Leader's report on written critical reviews through course 100% Submitted to regional/national Health publications Final project report of standard/format suitable for PR journal	20		✔	✔
Clinical Management Normal voice update	Oral presentations 30% Written critical review 70%	10	✔ V	✔ V	✔ V
Normal swallow update	Oral presentations 30% Written critical review 70%	10	✔ D	✔ D	✔ D
VLE	Module Leader's report of clinical competence 30% Oral presentations 40% Written critical review 30%	10 (+5)	①	②V/D (+✔)	✔ V/D (+✔)
VFSS	Oral presentations 60% Written critical review 40%	10 (+5)	①	②D (+✔)	✔ D (+✔)
Models of management	Oral presentations 30% Written critical review 70%	15		②V/D	✔ V/D
Clinical voice instrumentation	Oral presentations 40% Written critical review 60%	15		②V	✔ V

① Choose 1 of 2 options   ② Choose 2 of 3 options

11   Programme Features, Curriculum and Structure:

Programme Features:

- The MSc is a part time, two year course
- The overall credit award is 180
- The modules vary in weight from 5 with Library and IT Skills to 60 for the Research Project
- 1 credit is the equivalent of 10 hours of study

Innovative features of the course include
- Intensive one week periods of study at Newcastle every 3-4 months as opposed to the traditional day release pattern of part time Master's courses
- Link to national and international study days and conferences already established by Degree Programme Directors and Course Co-ordinator
- Significant component of learning is home based which is more suited to health professionals and the clinical demands on their services
- Workplace based assignments focussed on student's and their Service's needs which increases the practical relevance of assignments
- Research Projects to address current clinical evidence base gaps
- Focus on producing national/international presentations and publication standard reports from the very first critical reviews up to the final project report

Initially we will run the course at a pure Master's degree level. In the future we plan to allow students to enrol for Certificate, Diploma or Masters level at the outset and each qualification would stand in its own right. This form of teaching is flexible and acknowledges the need for varying degrees of advanced knowledge. Virtually all of the students on this course are likely to be clinical specialists and so may have spent recent years developing the practical side of their skills. Some may be reticent to embark on the full MSc at the outset. Rather than lose such potential applicants, a graduated approach to learning has been devised.

Learning Outcomes and Curricula:

A   Clinical knowledge and understanding

Clinical knowledge and understanding are gained in the compulsory and optional modules A1 – A6. The options reflect the clinical pathway that students must identify prior to commencement of the course: either Advanced Clinical Studies in Speech and Swallowing (Dysphonia) *OR* (Dysphagia).

B   Clinical practical/subject-specific/professional skills

B1 –B3 are the practical clinical skills associated with A3, A4, A6 respectively.

C   Cognitive/research design and project skills

A major component of the MSc is research methodology and project performance including the publishing of research findings. These skills are achieved by successfully obtaining the outcomes C1 –C5.

D   Professional and key (transferable) skills

Essential skills in electronic data management and search facilities are gained with D4. Basic skills in oral and written presentation are covered with D3 and developed to publication standard with D5, a significant focus of the MSc. Personal development and multidisciplinary nature of the management of dysphonia and dysphagia are supported by D1, D2.

Curriculum and Structure

	Units of Study Comp/Core/Opt		Credits	Learning Outcomes
Clinical Management				
Normal Voice	Opt	*Do	10	A1
Normal Swallow	Opt	♦Dg	10	A2
VLE	Comp		10	A3
VFSS	Opt	♦Dg	10	A4, D2
Models of Management	Comp		15	A5, D1, D2
Voice Instrumentation	Opt	*Do	13.5	A6
Clinical Management Practical				
VLE	Comp		5	B1
VFSS	Opt	♦Dg	5	B2
Voice Instrumentation	Opt	*Do	1.5	B3
Research Design and Project				
Research Design	Comp		15	C1
Research Project	Comp		60	C2, C3, C4, C5
Transferable				
Library and IT Skills	Comp		5	D4
Intermediate IT	Comp		10	D3, D4, D5
Oral Presentation	Comp		15	D3
Writing for Publication	Comp		20	D4, D5

*Do = Dysphonia Stream Only   ♦Dg = Dysphagia Stream Only

Progression Requirements   All Modules to be passed at 50%

12   Support for Students and their Learning:

Induction

An induction event for new students will include introductions to key figures and services in the Faculty and University. Candidates are provided with a Degree Programme Handbook detailing curricular assessment methods, degree regulations and sources of help and support. Students IT skills will have been preliminarily assessed before the commencement of the course. This will be further evaluated during the induction programme. Students will have the opportunity to attend an informal and relaxed session to meet their tutors and peers.

Study skills support

Training in professional and key skills is an integral part of the programme. Tours of the Medical/Robinson Library as appropriate, introducing the resources will form part of the IT training.

Academic support

Candidates benefit from a strong team of academic support eg Degree Programme Directors and Module Leaders. Students will be encouraged to form small learning sets where appropriate. Late in the first year each student will be allocated a research project supervisor, who will either be one of the Module Leaders or part of the clinical training team. Face to face contact for each student with their tutor will be available in each study week and support via telephone and email is strongly encouraged.

Pastoral support

Personal tutors will be allocated. Students will be entitled to the full range of pastoral and personal support offered to postgraduate students which includes the University's Student Counselling Service, the Student Advice Centre and the Graduate Office in the Medical School. At Faculty level, pastoral support is provided by the Faculty Postgraduate Tutor, Faculty Graduate School Administrative Assistant and Degree Programme Director.

Support for Special Needs

The University has a Disability Unit to which the attention of all students is drawn. The service is headed by the Disability Officer, Mrs Sandra Chilton (Sandra.chilton@ncl.ac.uk). The disability support team consists of a Dyslexia Adviser, a Co-ordinator for deaf and hearing impaired students and a technical support adviser. The service can give guidance and support to all current and prospective disabled students. The service can discuss individual particular needs, advise on physical accessibility and arrange information visits for prospective students. The service can also advise on special allowances such as Disabled Students Allowance and provide help and training on specialist equipment and software.

The requirements of disabled students will be fully considered in the delivery of the degree programme and in its assessment processes.

The University is also developing its service to mature students and to students who have childcare responsibilities. Hardship funds are available to both UK and international students where appropriate.

Learning resources

The University Library provides an excellent centrally funded service for supporting student learning. It was the first university library to receive a Charter Mark for Excellence (1995, reviewed 1998). This is complemented in the Faculty by the Walton Library which holds 80,000 volumes, including around 900 current journal titles and also provides workspace and photocopying facilities.

The University Computing Service provides comprehensive computing facilities for all students at many open access sites on campus, including provision for disabled access, with regular upgrades of equipment and software and management of student web accounts. There is remote access both on site and halls of residence to the Library catalogue and other services. In addition the Cookson Computing Centre, based in the Faculty of Medicine, has state of the art facilities with over a hundred networked microcomputers. Newcastle is one of the 14 primary sites of the UK academic super JANET network which gives excellent connections to other networks including the Internet.

Specialised equipment for the clinical modules is available at the Freeman Hospital, one of the leading voice centres in the UK.

The Degree Programme Handbook provides and extensive reading list and a list of the most relevant periodicals held in the Medical and Robinson Libraries.

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13   Criteria for Admission:

Admissions policy

We anticipate the majority of candidates will arise from the clinical specialities of Dietetics, Nursing, Oncology, Otolaryngology, Radiology and Speech and Language Therapy.

Allied Health Profession candidates will have a diploma or first degree with a license to practice as a clinical professional in their country of origin. They will have a minimum of two year's experience in the clinical speciality in which they choose to study (dysphagia/dysphonia). They will currently be employed within this speciality and will remain so for the duration of the degree programme.

Physician and Surgeon candidates will have a minimum of one year's clinical experience at SHO level in a relevant speciality with established access to patients in their chosen clinical speciality (dysphagia/dysphonia) for the duration of the degree programme.

Candidates will be selected following full CV and application submission. Successful candidates must also provide written proof of the full support of their line manager and their subsequent ability to attend all of the modules as set out at the beginning of each academic year. Students must have internet access either at home on in the workplace.

English Language Requirements: written evidence of competency in English Language at a minimum of IELTS 7.0/TOEFL 600/Computer TOEFL 250 is required for students whose first language is not English.

14 **Methods for evaluating and improving the quality and standards of teaching and learning:**

The standards and quality of the programme are continuously monitored by reference to comments from students, staff and employers. The aim is to continually ensure that the programme meets its stated aims. The programme will be reviewed regularly by the Board of Studies who will consider the following:

*   Individual module reviews via anonymous student evaluations
    a) issues addressed by the module
    b) teaching standards of the individual lecturers
*   Overall course review via anonymous student evaluations
*   Employer reviews
*   External examiner reports
*   Accreditation reports from relevant Royal College Academic Boards (not first year)

Student representation is an essential component of the Board of Studies

All students will be invited to be members of the Staff Student Committee

All students on the course will receive an annual formal feedback session with a course tutor

There will be an annual programme and subject review by the course leaders

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15 **Regulation of Assessment**

Pass Marks   50%   Distinction   70%

Course Requirements   Pass all modules

Weighting of Stages   N/A   Common Marking Scheme   N/A

Role of the External Examiner

External examiners will be appointed by the FTC in consultation with the Degree Programme Directors
They will be distinguished members of the clinical/academic community with specialist knowledge in the relevant areas
They will attend the Examination Board and Report to the University as appropriate
They will report to the University regarding standards and comparability of standards where relevant

The external examiner's role is that of moderator, to facilitate this, the external examiner may way to:

*   See and approve assessment tasks
*   See assessment scripts and comment of standards of marking
*   See and approve dissertation project topics
*   Examine dissertations
*   Meet students to discuss the course
*   Perform viva voce examinations of students

16   Indicators of Quality and Standards:

Professional Accreditation Reports

Internal Review Reports

Previous QAA Reports

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. It should be noted that there may be variation in the range of learning opportunities reflecting the availability of staff to teach them. While every effort will be made to ensure that the module or modules described in the programme specification are available, this cannot be guaranteed.

The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus
The Departmental Prospectus
The University and Degree Programme Regulations
The Degree Programme Handbook
QAA Subject Review Report