

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc PGDip
4	Programme Title	MSc Clinical Linguistics and Evidence Based Practice (Research) PGDip Clinical Linguistics and Evidence Based Practice (Research)
5	Programme Code	MSc 5197F/P PGDip 3442F/P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	April 2011

10 Programme Aims

The purpose of this programme is to provide a sound basis in research methodology and evidence based practice in a flexible format so that the students' own area of interest, knowledge and expertise, whether in clinical linguistics, psychology, speech pathology or other discipline, can be developed within a research/EBP framework. The modules are selected to ensure students not only gain knowledge and understanding but also have opportunity to apply new knowledge and skills in the context of developing, managing and conducting a small scale research project. The aims are:

- 1 To provide an ESRC recognised Research Master's award benchmarked against ESRC Training Guidance
- 2 To provide foundational masters training in the subject to prepare students to take a PhD, specifically, the ESRC funded 1+3PhD.
- 3 To ensure students gain a thorough grounding in the theory, approaches and research methods of both the subject and social science more generally
- 4 To provide a programme which meets the requirements for a level 7 programme in the FHEQ and complies with University policies and procedures

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should:

- A1 have a thorough understanding of social science theory, approaches and research methods
- A2 have a thorough knowledge and understanding of research methods in the discipline appropriate to the planned dissertation project and their future doctoral research.
- A3 have a thorough understanding of advanced scholarship and practice in areas within the discipline as well as an awareness of cutting edge research across the social sciences

Teaching and Learning Methods
Knowledge and understanding (A1-A3) are developed through lectures, seminars and tutorials. For A1 and A2, seminars involve group problem solving and discussion. Extensive private study is expected in preparation for lectures, seminars and tutorials. Students will be encouraged and expected to develop knowledge in their own area of specialism through independent reading and private study. This will be supported by the provision of reading lists, web-based materials and resources using Blackboard.
Assessment Strategy
Knowledge and understanding will be assessed by written assignments and the thesis (A1-A3). The nature of the written assignments will be such that a mix of theory, factual knowledge and practical application will be assessed. The nature of the thesis will ensure that key aspects of the taught modules of the Master's programme will be applied to the conduct of an original investigation and assessed through the written thesis document.
Intellectual Skills
On completing the programme students should be able to: B1 collect and analyse theory, different approaches and data in a wide variety of formats B2 evaluate literature in the discipline B3 solve problems in the discipline
Teaching and Learning Methods
Intellectual skills are developed through critical appraisal of research studies (B1-B3) introduced in lectures and discussed in group seminars. Extensive private study is expected in preparation for lectures and seminars. This will be supported by the provision of reading lists, web-based materials and peer discussions using Blackboard Discussion Boards.
Assessment Strategy
Intellectual skills will be assessed by written assignments, including a systematic review and research application or manuscript, as well as the thesis (B1-B3). Key aspects of theoretical and applied knowledge within the content areas of (1) clinical linguistics and (2) evidence-based practice will underpin these assessments. The nature of the assessments will ensure that graduates possess all the key skills required to conduct a theoretical or evidence-based research project in a specialist area.
Practical Skills
On completing the programme students should be able to: C1 undertake preparatory planning for a doctorate C2 carry out a literature search and review C3 use the information and study skills obtained to pursue doctoral level studies C4 Design and conduct an original investigation relating to an assessment or intervention procedure or systematic review relevant to individuals with communication or swallowing disorders using the principles and methods of evidence-based practice; C5 Undertake appropriate statistical and/or qualitative analyses related to an investigation and interpret the findings in light of the existing evidence and clinical practice. C6. Communicate the findings of a clinical investigation to a professional audience in the form of a conference presentation and a manuscript suitable for submission to a scientific journal.

<p>Teaching and Learning Methods</p> <p>All the modules will involve a combination of lectures, seminars and other small-group teaching methods, and will all require extensive and focused private study. Seminars will involve group discussions of key readings, both in terms of the theory underpinning clinical practice (C2,6) and the quality of the evidence conveyed in the research investigations. Group discussions and debate will be a key feature of a number of the modules in the programme, but in particular, the Critical Appraisal II module. Skills to develop students' ability to design and carry out an original research investigation (C3, 4, 5) and conduct appropriate statistical analyses (C5) will be developed through lectures, seminars and tutorials, in addition to independent learning that will take place as a result of conducting a study.</p> <p>In research methods and design practical skills in (C1, 2, 4,5) will be developed through lectures, seminars and computer-based practical sessions</p> <p>Skills involved in communicating the findings of a clinical investigation (C5) will be developed through lectures, seminars and tutorials. Extensive private study is expected in preparation for lectures and seminars. This will be supported by the provision of reading lists, web-based materials and peer discussions using Blackboard Discussion Boards.</p>
<p>Assessment Strategy</p> <p>Practical skills will be assessed through the design and conduct of an original research investigation and communicated in the form of a thesis and poster presentation (C1-C6). These will also be assessed by written assignments, a computer-based MCQ and a short presentation (C3-C4). C5 will be assessed through the thesis and a poster presentation to peers. Key aspects of theoretical and applied knowledge within the content areas of (1) clinical linguistics/speech and language pathology and (2) evidence-based practice will underpin these assessments. The nature of the assessments will ensure that graduates possess all the key skills required to conduct an original research investigation at doctoral level</p>
<p>Transferable/Key Skills</p> <p>On completing the programme students should be able to:</p> <p>D1 Write in a suitable academic style</p> <p>D2 Present ideas effectively orally in a variety of formats</p> <p>D3 Manage their own workload effectively so as to meet deadlines</p> <p>D4 Analyse theory, different approaches and quantitative and qualitative data effectively</p> <p>D5 Demonstrate library and IT skills related to conducting research</p>
<p>Teaching and Learning Methods</p> <p>Scientific writing, analysis and presentation of data and ideas will be developed and practised through all modules (D1-4). Library and IT skills (D5) will be developed and practiced throughout the programme, through lectures and practicals. Extensive private study is expected in preparation for lectures and seminars. This will be supported by the provision of reading lists, web-based materials and peer discussions using Blackboard Discussion Boards.</p>
<p>Assessment Strategy</p> <p>Transferable and Key skills (D1-4) will be assessed during modules (formative) and through written assignments (summative). Assessments are planned so that students are required to use new skills cumulatively, with the master's thesis being a demonstration of the practical use of all skills (D1-4)</p>

12 Programme Curriculum, Structure and Features
Basic structure of the programme
The programme consists of a mixture of generic research training modules offered by the Faculty of Humanities and Social Sciences Research Training Programme combined with more specialised modules based in the subject covering both research training and specialist knowledge. The dissertation, undertaken at the end of the programme, provides the capstone which pulls together the varying strands of the programme.
Key features of the programme (including what makes the programme distinctive)
The programme is designed to equip students for PhD study in the discipline and to be part of an ESRC 1+3 award.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/
13 Criteria for admission
<p><i>Entry qualifications</i> At least a good 2:1, in a relevant subject area, e.g. linguistics; psychology; speech and language pathology</p> <p><i>Admissions policy/selection tools</i> Application form with telephone or face to face interview where necessary</p> <p><i>Non-standard Entry Requirements</i> Candidates with outstanding professional experience may be admitted</p> <p><i>Additional Requirements</i></p> <p><i>Level of English Language capability</i> IELTS 7 (or equivalent) Minimum of 6.5 in Listening and Speaking elements required</p>
14 Support for Student Learning
<p>The Student Services portal provides links to key services and other information and is available at: http://www.ncl.ac.uk/students/</p> <p><i>Induction</i> During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.</p> <p><i>Study skills support</i> Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.</p> <p>Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).</p>

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. NB students must meet the English language requirement for this programme prior to admission

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching, Learning and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching, Learning and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

16 Regulation of assessment

Pass mark

The pass mark is 50

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook

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

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes
A1	SPE8301, SPE8302, SPE8306, HSS8004, HSS8007
A2	SPE8304, SPE8302, SPE8306, HSS8004, HSS8007
A3	SPE8320, SPE8302, SPE8306, HSS8004, HSS8007
A4	SPE8304, SPE8301, SPE8307, SPE8302, HSS8004, HSS8007
B1	SPE8304, SPE8301, SPE8302, SPE8306, HSS8004, HSS8007
B2	SPE8304, SPE8306, HSS8004, HSS8007
B3	SPE8304, SPE8302, SPE8306, HSS8004, HSS8007
B4	SPE8304, SPE8302, SPE8301, HSS8004, HSS8007
C1	SPE8320, SPE8320, SPE8302, SPE8306, HSS8004, HSS8007
C2	SPE8320, SPE8302, SPE8306, HSS8004, HSS8007
C3	SPE8307, SPE8320, SPE8302, SPE8306, HSS8004, HSS8007
C4	SPE8304, SPE8301, SPE8320, SPE8302, SPE8306, HSS8004, HSS8007
C5	SPE8301, SPE8306, SPE8307, HSS8004
C6	SPE8307
D1	SPE8304, SPE8301, SPE8320, SPE8302, HSS8004, HSS8007
D2	SPE8304, SPE8301, SPE8320, SPE8302, SPE8307, HSS8004, HSS8007
D3	SPE8301, SPE8302, SPE8307, HSS8004, HSS8007
D4	SPE8301, SPE8320, SPE8302, SPE8306, HSS8004, HSS8007