

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc/PGDip/PGCert
4	Programme Title	Evidence Based Practice in Communication Disorders
5	Programme Code	MSc 5170P/5170F; PGDip 3441P; PGCert 3051P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	May 2013

10 Programme Aims

- A. To promote an understanding of the principles of evidence-based practice and its application to human communication disorders.
- B. To enable students to make a contribution to the evidence base of the field in the form of an original investigation or systematic review concerning assessment or intervention of speech, language or swallowing disorders, and in the process, develop personal research skills and research capacity for the profession.
- C. To enable students to develop their capacity to learn as part of lifelong learning.
- D. To provide access to Higher Education to students from a variety of educational backgrounds, and to provide a bridge to further postgraduate qualifications.
- E. That the programme meets the requirements of a Master's level qualification as defined by the Framework for Higher Education Qualifications and that the programme outcomes have references to the general QAA descriptors for a higher education qualification at level 7: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp#p4.4>
- F. That the programme conforms to University policies and to QAA codes of practice.

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 be able to:

- A1. Further develop and demonstrate advanced knowledge of current theory and clinical practice in their own area of specialism within the field of Speech and Language Therapy;

- A2. Demonstrate knowledge of the principles and components of evidence-based practice as they relate to the field of Speech and Language Therapy.
- A3. Develop a critical understanding of research governance and ethics as they relate to clinical research, particularly with respect to the requirements of the UK's National Health Service.

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 peer discussions using Blackboard Discussion Boards.

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 or systematic review and assessed through the written thesis document and poster presentation.

Intellectual Skills

On completing the programme students should be able to:

- B1. Critically appraise the methodological quality (internal and external validity) and potential impact on practice of existing evidence;
- B2. Critically evaluate and draw conclusions about the evidence relating to a clinical question;
- B3. Identify factors that enable or inhibit the uptake of new evidence and strategies for changing clinical practice and policy.

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) 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 evidence-based practice in the delivery of clinical services.

Practical Skills
<p>On completing the programme students should be able to:</p> <p>C1. Construct focussed clinical questions;</p> <p>C2. Find relevant evidence from primary and secondary sources;</p> <p>C3. 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;</p> <p>C4. Undertake appropriate statistical and/or qualitative analyses related to an investigation and interpret the findings in light of the existing evidence and clinical practice.</p> <p>C5. 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>Practical skills in asking focussed clinical questions (C1) and finding evidence to answer them (C2) will be developed through lectures, seminars and computer-based practical sessions. Seminars will involve group discussions of key readings, both in terms of the theory underpinning clinical practice 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 I and II modules. Skills to develop students' ability to design and carry out an original research investigation (C3) and conduct appropriate statistical analyses (C4) will be developed through lectures, seminars and tutorials, in addition to independent learning that will take place as a result of conducting a study. 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>
Assessment Strategy
<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-C4). 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 a professional audience. Key aspects of theoretical and applied knowledge within the content areas of (1) 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 evidence-based practice in the delivery of clinical services, as well as conduct an original research investigation.</p>
Transferable/Key Skills
<p>On completing the programme students should be able to:</p> <p>D1 Demonstrate library and IT skills related to conducting research.</p> <p>D2 Write in a suitable academic/scientific style</p> <p>D3 Present ideas effectively orally in a variety of formats</p> <p>D4 Analyse theory, different approaches and quantitative and qualitative data effectively</p>

Teaching and Learning Methods

Library and IT skills (D1) will be developed and practiced throughout the programme, through lectures and practicals. Extensive private study is expected in preparation for lectures and seminars. Scientific writing, analysis and presentation of data and ideas will be developed and practised through all modules. This will be supported by the provision of reading lists, web-based materials and peer discussions using Blackboard Discussion Boards.

Assessment Strategy

Library and IT skills (D1) will be developed through library practical sessions using electronic databases. The assessment will be of a practical nature and examine the use of library and IT skills within the context of speech and language pathology. Analysis of theory and data (D4) and subsequent presentation in a variety of formats (D2, D3) will be assessed formatively during seminars and discussion groups and sumatively in assignments.

12 Programme Curriculum, Structure and Features**Basic structure of the programme**

The MSc will be delivered as a two-year part-time programme designed to accommodate working professionals or a full time one year programme. The MSc consists of 8 modules totalling 180 credits. Candidates may also register for the PG Certificate in Evidence Based Practice totalling of 60 credits or the Diploma in Evidence Based Practice in Communication disorders totalling of 120 credits. The PGCert in EBPCD will comprise SPE8304 Principles of EBP or one CAT module from the CPD modules offered by Speech and Language Sciences; SPE8300 Critical appraisal 1; SPE8306 Research Methods. The PGDip in EBPCD will comprise the above modules and SPE8308 Project Management; SPE8301 Critical appraisal 2 and SPE8307 Scientific writing for publication. Students taking the full time programme will be supported by the DPD to timetable study around the taught blocks. They will also have opportunity to join research groups in the section and benefit from additional tutorials with section staff. Students taking the part time programme will be able to APL other approved modules and, with agreement from the DPD, take up to five years to complete their programme of study.

Key features of the programme (including what makes the programme distinctive)

For all students modules will be delivered in 2-4 day teaching blocks to enable practicing clinicians to focus on their studies, while continuing to meet workplace demands. For full time students this model of delivery will allow adequate time for their research project to be developed and implemented throughout the year. Part time students will have five teaching blocks over the first year and one in the second year in addition to their research project module, requiring students to be present on campus a total of 19 days. For full time students the teaching blocks are spaced over three terms. It is expected that independent study and research will take place between teaching blocks. During this time, peer-to-peer interaction will be encouraged through the use of electronic discussion boards on Blackboard, the University's virtual learning environment. Students will also be able to contact each other and members of the teaching staff by email. As well as having a University email address, students will be able to access software (e.g. statistical, bibliographic, word processing, spreadsheet, database) and library resources (e.g. electronic journals and on-line databases) using the University's Remote Access Service (RAS).

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme>

13 Criteria for admission

Entry qualifications

1. Academic degree leading to a qualification as a Speech and Language Therapist: (a) from UK universities, upper second-class or first class undergraduate degree or Master's degree or (b) from institutions outside the UK, the equivalent of the above.
2. Registered with the Health Professions Council as a Speech and Language Therapist in the UK (or the equivalent licensing body outside the UK, if applicable).
3. For part time applicants: at least 1 year post-qualification experience working as a Speech and Language Therapist.
4. Part time applicants are required to obtain a reference from relevant clinical service manager (employer) indicating that applicant has approval in principle to conduct a research project within their clinical service.

Admissions policy/selection tools

Formal interview (face to face, telephone or online) to determine motivation and suitability for the programme and to ensure that the candidate has agreement in principle to conduct a research project in the clinical or educational service in which they are based (documented in reference from current employer).

Non-standard Entry Requirements

We strongly encourage applicants who do not meet the academic qualification of the entry requirements but who do have extensive clinical experience to apply for this and to discuss their application with the Programme Director or Admissions Tutor. Exceptions to the entry qualifications may be made with approval of the Programme Director and Admissions Tutor.

Additional Requirements

None

Level of English Language capability

IELTS 7 (or equivalent) Minimum of 6.5 in Listening and Speaking elements required

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

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.

Study skills support

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 Student Union 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 team 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.

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 Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching 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 Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student- Staff Committee, 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 Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

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. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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.

Annex 1. Map of Intended Learning Outcomes to Modules

Intended Learning Outcome	Modules (all are compulsory, except * in special circumstances)
A1. Demonstrate knowledge of current theory and clinical practice in their own area of specialism within the field of Speech and Language Therapy	SPE8300 Critical Appraisal 1 SPE8301 Critical Appraisal 2* SPE8302 Research Project SPE8036 Advanced Aphasiology (* full time option) SPE4018 Developmental Language Difficulties (*full time option)
A2. Demonstrate knowledge of the principles and components of evidence-based practice as they relate to the field of Speech and Language Therapy	SPE8304 Principles of Evidence-Based Practice in Communication Disorders* SPE8302 Research Project
A3. Develop a critical understanding of research governance and ethics as they relate to clinical research, particularly with respect to the requirements of the UK's National Health Service	SPE8308 Research Project Management SPE8302 Research Project
B1. Critically appraise the methodological quality (internal and external validity) and potential impact on practice of existing evidence	SPE8304 Principles of Evidence-Based Practice in Communication Disorders* SPE8300 Critical Appraisal 1 SPE8301 Critical Appraisal 2* SPE8307 Scientific Writing for Publication SPE8302 Research Project SPE8036 Advanced Aphasiology (* full time option) SPE4018 Developmental Language Difficulties (*full time option)
B2. Critically evaluate and draw conclusions about the evidence relating to a clinical question	SPE8304 Principles of Evidence-Based Practice in Communication Disorders* SPE8300 Critical Appraisal 1 SPE8301 Critical Appraisal 2* SPE 8302 Research Project
B3. Identify factors that enable or inhibit the uptake of new evidence and strategies for changing clinical practice and policy	SPE8304 Principles of Evidence-Based Practice in Communication Disorders*
C1. Construct focussed clinical questions	SPE8304 Principles of Evidence-Based Practice in Communication Disorders* SPE8302 Research Project
C2. Find relevant evidence from primary and secondary sources	SPE8304 Principles of Evidence-Based Practice in Communication Disorders*

Intended Learning Outcome	Modules (all are compulsory, except * in special circumstances)
	SPE8300 Critical Appraisal 1 SPE8301 Critical Appraisal 2* SPE8302 Research Project SPE8036 Advanced Aphasiology (* full time option) SPE4018 Developmental Language Difficulties (*full time option)
C3. Design and conduct an original investigation relating to an assessment or intervention procedure relevant to individuals with communication or swallowing disorders using the principles and methods of evidence-based practice	SPE8306 Research Methods in Assessment and Intervention SPE8308 Research Project Management SPE8302 Research Project
C4. Undertake appropriate statistical and/or qualitative analyses related to an investigation and interpret the findings in light of the existing evidence and clinical practice	SPE8306 Research Methods in Assessment and Intervention SPE8302 Research Project
C5. 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	SPE8307 Scientific Writing for Publication SPE8306 Research Methods in Assessment and Intervention SPE 8302 Research Project
D1. Demonstrate library and IT skills related to conducting research.	SPE8304 Principles of Evidence-Based Practice in Communication Disorders SPE8300 Critical Appraisal 1 SPE8301 Critical Appraisal 2 SPE8308 Research Project Management SPE8302 Research Project SPE8036 Advanced Aphasiology (* full time option) SPE4018 Developmental Language Difficulties (*full time option)
D2 Write in a suitable academic/scientific style	SPE8307 Scientific Writing for Publication SPE8304 Principles of Evidence-Based Practice in Communication Disorders SPE8308 Research Project Management SPE8300 Critical Appraisal 1 SPE8301 Critical Appraisal 2 SPE8302 Research Project SPE8036 Advanced Aphasiology (* full time option)

Intended Learning Outcome	Modules (all are compulsory, except * in special circumstances)
	SPE4018 Developmental Language Difficulties (*full time option)
D3 Present ideas effectively orally in a variety of formats	SPE8307 Scientific Writing for Publication SPE8300 Critical Appraisal 1 SPE8301 Critical Appraisal 2 SPE8302 Research Project SPEx8036 Advanced Aphasiology (* full time option) SPE4018 Developmental Language Difficulties (*full time option)
D4 Analyse theory, different approaches and quantitative and qualitative data effectively	SPE8300 Critical Appraisal 1 SPE8301 Critical Appraisal 2 SPE8306 Research Methods in Assessment and Intervention SPE8302 Research Project