



## **PARTNERS ACADEMIC SUMMER SCHOOL 2026**

### **Syllabus for Speech & Language Sciences**

#### **Subject Area**

This syllabus is for PARTNERS applicants seeking to progress to the degrees of:

- B621 BSc Speech and Language Therapy
  - B62M MSpeech Honours Master of Speech and Language Sciences
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#### **Aims**

To allow students to demonstrate their potential to succeed in specified degree programmes by showing a grasp of entry-level subject-specific knowledge, understanding, cognitive and subject-specific skills.

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#### **Learning Outcomes**

A good knowledge and understanding of ...

- By the end of the Summer School students are expected to have a good knowledge and understanding of language disorders and language development; the ICF framework for the diagnosis and treatment of language disorders; foundations of development psychology and neuropsychology; and different modalities of language and communication.

The ability to apply this knowledge and critical understanding to...

- Throughout the week students will be supported and encouraged to apply their learning through group discussion and interactive teaching activities.
- The formative assessment will focus on a case of adult aphasia. Students will need to apply what they have learned about observation, about the ICF framework for holistic description of a case, about the nature and quality of communicative interactions between adults, and to pull together their ideas, observations and knowledge into a structured framework.

Competence in...

- Observational skills within a theoretical framework
- Reflective learning

- Integration of knowledge from multiple topic strands
  - Assimilating case information with theoretical knowledge
  - Presenting written information in a clear and concise way
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## **Summer School Syllabus**

### Content

- The Speech and Language Sciences programme will introduce students to a broad range of content. Students will be introduced to case based problem solving, observation of adults and children with speech, language and communication disorders, theoretical debates including the fundamentals of psychology and neuropsychology and the links between language and gesture, as well as academic skills such as reflective and academic writing.

### Teaching methods

- Teaching will be present in person for the first two days. During that time, students will be taught by experts in the field of Speech and Language Sciences, including adult and child clinicians and active researchers.
- Teaching will be interactive and students will be supported to engage in small group discussion. For the final two and a half days of the programme, teaching will be online through live Teams sessions, as well as asynchronous content on Canvas. Members of staff will be available throughout the week for academic drops ins and support.

### Purpose/objectives

#### Aims

- To allow students to demonstrate their potential to succeed in specified degree programmes by showing a grasp of entry level subject specific knowledge, understanding, cognitive and subject-specific skills.

#### Learning Objectives

- To become a self-critical, self-reflective learner
- To develop an insight into language, language disorders, and language development
- To develop an understanding of the ICF framework for the diagnosis and treatment of language disorders
- To develop the ability to assimilate case information with theoretical knowledge

#### Learning Outcomes

- Language disorders and language development
  - The ICF framework for the diagnosis and treatment of language disorders
  - Different modalities of language and communication
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## **Activities for Personal Study**

Before each session you must complete the relevant key readings as indicated below:

Session 6. Language and gesture

- Guidetti, M. and Nicoladis, E. (2008) 'Introduction to Special Issue: Gestures and communicative development. ', *First Language*, 28, (2), pp. 107-115.
- Iverson, J. M. and Goldwin-Meadow, S. (2005) 'Gesture paves the way for language development', *Psychological Science*, 16, (5), pp.367-371.

Session 7. Synthesis of observation & theory

- Law, J. (2000) 'Children's communication: development and difficulties', in Law, J., Parkinson, A. and Tamhne, R.(eds) *Communication difficulties in childhood: a practical guide*. pp. 3 - 33.
- McLeod, S. and Bleile, K. (2004) 'The ICF: A framework for setting goals for children with speech impairment', *Child Language Teaching and Therapy*, 20, (3), pp. 199-219.

Sessions 10 and formative assessment: Adult case

- Parr, S., Byng, S., Gilpin, S. and Ireland, C. (1998) *Talking about aphasia*. Buckingham: Open University Press. Read Chapters 1 – 4
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## **On-Campus Teaching:**

Sunday 28th (PM), Monday 29<sup>th</sup> & Tuesday 30<sup>th</sup> June

## **Online Teaching:**

Wednesday 1<sup>st</sup>, Thursday 2<sup>nd</sup> & Friday 3<sup>rd</sup> (AM only) July

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## **Formative Assessment Details**

An essay based on four questions

More details will be given during the event by your Academic Strand Lead.

## **Hand-in Method**

Digital

## **Assessment deadline**

Tuesday 7<sup>th</sup> July