1.   **Awarding Institution**   The University of Newcastle upon Tyne

2.   **Teaching Institution**   The University of Newcastle upon Tyne

3.   **Final Award**   MSc

4.   **Programme title**   Language Patholgy

5.   **Programme Accredited by**: Royal College of Speech and Language Therapists; Health Professions Council

6.   N/A

7.   **QAA Subject Benchmarking Group(s)**   Health Care Programmes

8.   **Date of revision**   April, 2004

9.   Programme Aims

The aims of the programme are:

(i)   To provide students with theoretical and clinical knowledge that meets the accreditation criteria of the Royal College of Speech and Language Therapists and approval criteria of the Health Professions Council.

(ii)   To provide a route by which appropriately qualified high calibre graduates can gain a license to practise as speech and language therapists.

(iii)   To foster a synergy between research and teaching

(iv)   To ensure that teaching provision meets the changing need of employers

(v)   To develop and improve students' ability to work both independently and in teams; to use initiative and solve problems; and to prioritise work and meet deadlines.

10.   Intended Learning Outcomes, Teaching and Learning Strategies and Methods, Assessment Strategies and Methods

A   Knowledge and Understanding (see section C in Health Care/Speech and Language Therapy Benchmark Statement)

The programme provides opportunities for students to develop and demonstrate:

A1. An in-depth understanding of current knowledge of the causes, symptomatology and consequences of the range of human communication disorders and the clinical skills necessary for cost-effective intervention practice.

A2 Research abilities that will allow graduates to build the knowledge base of a

relatively recent discipline and to meet employers' need for graduates able to validly evaluate clinical service provision.

A3 The conceptual tools to enable them to effectively adapt to advances in theory and developments in clinical practice throughout their working lives. These include relevant knowledge from the disciplines of linguistics, psychology, biological sciences, education and social theory, and the ability to apply this knowledge effectively.

A4 The knowledge and skills to act as advocates for their profession and the population they will serve as speech and language therapists.

A5 Awareness of legislations and statutory codes affecting speech and language therapy practice.

Teaching and Learning Strategy

A1 Knowledge base and clinical goals are set for both years of the programme. The first year comprises a number of foundation and language pathology modules. These employ lectures, practical classes, and case-based problem solving exercises. In the second year, more complex problems are set in language pathology. Clinical placements, initially take place on the university site, and introduce that the problem-solving framework (in line with language pathology lecture courses). At later stages placements become more varied in service delivery and the populations served. Blocks of clinical experience in both summers help to prepare students for the workplace and to develop the full-range of skills required for a licence to practice.

A2 Research skills taught are specific to speech and language therapy, with an emphasis on clinical effectiveness.

A3 The rapidly changing knowledge base of the profession is explicitly acknowledged and students required, in PBL exercises and assignments to efficiently seek relevant information on theoretical and practical issues.

A4 & 5 Awareness of the professional context in which speech and language therapists work, current issues, and relevant legislation and requirements are promoted through tutorials, group discussion and the production of a professional issues portfolio.

Assessment Strategy

A1& 3 Foundation knowledge is assessed through essays, exercises and reports. Practical skills (eg, phonetics) are examined by practical examination, as well as team reports and verbal presentations on researched topics. PBL teaching is assessed by written case management plans and other assignments, students' clinical competencies are measured by examiners observing 'live' sessions, videotaped sessions, an 'unseen' video exam, clinical supervisor ratings and clinical viva voce examinations.

A2 Written examinations assess statistical concepts and data analysis abilities in year 2. Research abilities are further assessed by and 'extended case report' which is an independent piece of clinical efficacy research.

A4 & 5 Where relevant, professional aspects are assessed as part of clinical case reports, case presentations and 'unseen' exam. In addition, students submit a 'professional issues' folder at the beginning of year 2; this is a piece of group work resulting from group presentations and collaborative research.

B   Subject-specific/professional skills (see sections A & B in Health Care/Speech and Language Therapy Benchmark Statement)

Graduates should have the:

B1 Ability to make appropriate case management decisions for developmental and acquired disorders of communication, justifying those decisions theoretically.

B2 Clinical competence to provide intervention for developmental and acquired disorders of communication using evidence-based practice

B3 Ability to objectively and routinely evaluate clinical efficacy

B4 The ability to critically evaluate service provision policy

B5 The ability to keep evaluate new research and techniques that become available, and apply these appropriately in working practice.

B6 Develop good interpersonal skills and be aware of the importance of inter-professional working and how to promote it.

Teaching and Learning Strategy

B1 Speech and language pathology subjects are presented using a case-based problem-solving approach. Students plan case management in classroom exercises and are required to use the same format in their clinical practice placements, enhancing the links between theory and clinical practice.

B2 All case management decisions, including choice of intervention approach must be justified with reference to theoretical and clinical literature in both classroom exercises and clinical practice placements.

B3 & 5 Research skills, including evaluation, are taught in both of the programme. Students are required to evaluate their clinical efficacy in every case they treat, to ensure they have the research skills necessary for clinical practice (e.g., for quality assurance).

B4 Each of the case management plans problem solved, requires justified decisions concerning service delivery. The group treatment placement in semester 1, year requires students to evaluate an aspect of service provision in an SLT service. A mixture of workshops and self-directed learning develops students' ability to deal with professional issues.

B6 Students practise and are given feedback on appropriate interpersonal skills for each of their clinical placements. Awareness of inter-professional working is formally promoted in two ways: firstly, 'The Educational Setting and Literacy' module, taught in year 1, involves lectures given by education professionals (teacher, educational psychologist) and focuses on working within an education context; secondly, joint sessions with students doing the Clinical Psychology programme at Newcastle are being developed (so far sessions have taken place on 'giving presentations', and 'evaluating a service'.

Assessment Strategy

B1 Students are required to complete 6 case management plans as major pieces of assessed work over in years 1 and 2 of the programme, as well as 2 case reports on clients seen on clinical placement.

B2 All student clinical placements are assessed by clinical supervisor, who indicates whether students have mastered specific competencies set for each year of the programme. Students and supervisors agree learning contracts to ensure that students are exposed to experience needed to attain competencies.

B3 Block student clinical placements are also assessed by students presenting a case they have treated in a *viva voce* examination. Students must demonstrate the ability to use of an appropriate clinical efficacy design. The 'extended case report', completed during year 2, assesses students ability carry out an evaluation of intervention with a single case, and is presented as a research report.

B4 Students submit a group treatment folder in semester 1, year 2, comparing group

and individual service delivery in relation to a case they have treated. Awareness of service delivery issues are also assessed through the professional issues portfolio, submitted at the beginning of year 2.

B6 Interpersonal skills and awareness of inter-professional working are assessed through clinical supervisor reports (see B2 above) and case presentations. Awareness of issues relevant to working with education professionals is assessed either through group presentation or essay as part of the 'Educational Setting and Literacy' module.

C   Cognitive skills (see section C in Health Care Benchmark Statement)

The programme provides the opportunity for students to develop and demonstrate:
C1 The ability to search for information efficiently and effectively
C2 The ability to critically evaluate arguments and evidence
C3 The ability to encapsulate complex theoretical positions, drawing conclusions
C4 The ability to identify problems and develop strategies for their resolution

Teaching and Learning Strategy

C1 PBL learning requires students to seek information

C2 & 3 Planning case management requires students to weigh evidence, then make decision that can be explicitly justified. Given the contradictory nature of the literature on many aspects of communication pathology, students must learn to critique evidence to draw conclusions.

C4 In the second years of the course the problems set become more complex, so that students need to identify the nature of the problem before they attempt to solve it.

Assessment Strategy

C1, 2, 3. All assessed case-based problem solving assignments. Also, essays set for modules in year 1 require seeking and evaluating information.

C4 A number of assessments tap students ability identify problems and develop strategies for their resolution: The Audiology Case Management Plan (Stage 3), the Extended Case Report and the 'unseen' video examination.

D   Key (transferable) skills (see section C2 in Health Care Benchmark Statement)

Graduates should have:

D1 Effective communication skills

D2 IT skills

D3 The ability to prioritise work and meet deadlines

D4 The ability to work both independently and in teams

D5 The ability to use initiative and solve problems

Teaching and Learning Strategy

D1 Verbal presentations, tutorials and case presentations, participating in PBL group learning, clinical placements.

D2 Students receive information from lecturers via email, seek information through the internet and on-line journal facilities, and use phonetic and language analysis equipment.

D3 & 4 The PBL part of the course encourages self-directed learning, student groups negotiate individual research tasks, integrate information, discuss findings. Students work together to provide intensive treatment to individual clients in year 1 and to plan and deliver group treatment in year 2.

D5 PBL exercises and clinical practicum promote initiative taking and problem solving

Assessment Strategy

D1 Case presentations.

D2 Written assignments, bibliographies, clinical equipment, use of Powerpoint in verbal presentations, clinical linguistics and Phonetics assessment.

D3 Penalties are in place for assessments that are submitted late. Students are required to be well prepared for clinical sessions when on placement and write reports and/or produce other materials at the required time.

D4 The Professional Issues portfolio is produced through group collaboration, and all students in the group receive the same mark.

D5 Both PBL and clinical practicum are assessed throughout the programme.

11. Programme Curriculum, Structure, and Features:

The programme is studied over two calendar years full time (including notional third semesters in the Summer). Each year requires the study of compulsory modules with a credit value of 180. A 10 credit module consists of 100 hours of student effort, including lectures, tutorials, practicals, PBL group work, private study, completion of coursework and revision. Modules can vary in size from 5 to 40 credits. Block clinical placements exceed the 10 credit point =100hours equation. The Tables below shows the structure of the programme:

Code	Module [1]	Credits	Semester
Year 1			
SPE888	Anatomy of Speech and Language	10	1-2
SPE889	Physiology of Speech and Language	10	1-2
SPE902	Support for Clinical Practice	10	1-2
SPE851	Clinical Practice	40	1-2-3
SPE872	Cases: Phonology, Semantics, Sentence Processing	30	1-2
SPE???	Normal Language and Development	40	1-2

SPE874	Phonetics I	15	1-2
SPE???	Psychology of Language and Cognitive Processes	15	1-2
SPE???	The Educational Setting and Literacy	10	2

Year 2

SPE852	Professional Issues	10	Induction
SPE922	Research Methods	5	1
SPE909	Clinical Practice	30	1-3
SPE921	Extended Case Report	30	2-3
SPE930	Phonetics II	20	1-2
SPE???	Clinical Linguistic Analysis	5	1
SPE921	Abnormal Psychology and Counselling	5	1-2-3
SPE910	Dysphagia	10	1
SPE924	Neurology	10	1
SPE925	Intensives: Voice/Dysfluency/Laryngectomy	15	2
SPE932	Cases: Exceptional Development	25	1-2
SPE933	Cases: Motor-Anatomic/Pragmatic-Discourse	15	1-2

Clinical Practice

YEAR 1

12 sessions at University Aphasia Clinic
12 sessions at University Paediatric Clinic
6 week block clinical placement (generalist)

YEAR 2

12 sessions group clinic
Extended case report
6 week block clinical placement

11 (B) Curriculum and structure of the programme

The learning outcomes are shown in Appendix A. (MOFS)

12.   Criteria for Admission:

Graduates

Generally at least an upper second degree in Psychology, Linguistics or Bio-Medical Science'

Appropriate work experience is required: e.g. speech and language therapy assistant or special needs classroom assistant.

Overseas students

Appropriate degree level overseas qualifications will be considered The Royal College of Speech and Language Therapists/ Health Professions Council requires IELTS examination an average score of at least 8.0 with no mark in any component of the test below 7.5.

Admissions policy
Short listed students attend a selection day. All prospective students participate in 2 problem-solving exercises and give a presentation as part of the selection procedure. Students from outside Europe are generally interviewed by a local Speech and Language Therapist.

13. Support for Students and Their Learning:

Induction programme

Year 1 students:
- orientation to the department
- an introduction to the structure of the programme
- general orientation to the university
- tour of the library
- tour of the department including laboratories, clinical and IT facilities
- meeting with personal tutor
- 'how to survive in clinic' 2-day workshop
- clinic induction
- opportunities to meet other PG students in the School
- introduction to case based problem solving through study of adult and paediatric articulation cases

Returning students
Students in Year 2 have an induction programme that focuses on their particular stage and clinical practice programme, including professional issues.

- Student e-mail and personal access to Degree Programme Director and tutorial staff
- All students allocated a personal tutor to assist them with personal problems.
- In addition, personal tutors take an overview of student's academic performance.
- Student handbooks and module guides provided
- School website for reference
- Access to Disability Unit which provides assistance and guidance
- Access to Student counselling Services
- Access to Careers Service
- Excellent University library facilities
- Access to up-to-date IT facilities
- Language laboratory
- Phonetics laboratory
- Working clinic for Paediatric clients
-Working clinic for Adult clients
-Library of up-to-date clinical assessments and resources

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

Mechanisms for review and evaluation of teaching , learning, assessment, the curriculum and outcome standards

- Written student evaluation of all modules
- Accreditation currently (2001) by Royal College of Speech and Language Therapists; approval in future from Health Professions Council
- the university's internal review process
- Peer observation of teaching
- External examiners reports
- Continuing professional development courses for staff
- Staff personal development review process
- Training for all Clinical Supervisors (Introductory and Advanced courses each summer)

Committees with responsibility for monitoring and evaluating quality and standards

- Board of studies
- Student –staff Committee
- Curriculum Review Committee (CRC)
- Clinical Co-ordinators Committee (CCC)
- Student Practical Experience Committee (Employers panel)
- Faculty Teaching and Learning Committee
- University Teaching and Learning Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience
- Student Evaluation questionnaires
- Student forum
- Student representative on Board of Studies, CRC and CCC

 15.   **Regulation of Assessment**

Assessment rules and degree classification

Students will be awarded a percentage mark for all assessed work. Each student must obtain a pass mark (50%) or higher for each assessed item. Should a student obtain a fail mark in any assessment, s/he will normally be given an opportunity to re-submit that piece of work by a date set by the Degree Programme Director (DPD

Determination of Degree Performance

Award of the MSc and licence to practice is dependent on all assessments passed satisfactorily. Marks will be aggregated to give overall marks for each module. Total aggregate mark across all modules, taking into account credit weightings, will then be calculated (excluding any module for which there is pass/fail grade only). An MSc at

Distinction will be awarded when this comes to 70% or above. An MSc at Merit will be awarded where the aggregate mark is between 60 and 69 %. The board of examiners retains the right to use discretion to award a Distinction in circumstances where the overall average is under 70%, but performance is outstanding in most areas.

Role of external examiners

The external examiners are distinguished members of the academic community appointed by the Faculty Teaching and Learning Committee. There role is:
- to approve assessment of modules,
- review examples of examination and coursework to check standards and assessment procedure,
- to evaluate clinical competencies and ensure that graduates meet the RCSLT/HPC's professional standards,
- to attend the examination board, and
- to report to the university.

16.   Indicators of Quality and Standards:

- Accreditation by RCSLT – most recent in 2001, the role of degree course *approval* to now be that of the HPC.
- Graduate employment statistics
- QAA: 24/24 (2000). Next QAA – 2005.
- Satisfactory internal subject reviews

17.   Other sources of information

This specification provides a concise summary of the main features of the MSc Language Pathology 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. More detailed information can be found in the Degree Programme Handbooks for each stage of the course. 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 School Prospectus
The University and Degree Programme Regulations
The Degree Programme Handbooks
QAA Subject Review Report

www.ncl.ac.uk/speech