School of Community & Health Sciences

DEPARTMENT OF LANGUAGE AND COMMUNICATION SCIENCE

PgDip/ MSc in Speech and Language Therapy

Programme Handbook Supplement for

PGDip 1

2010/2011
Welcome

September 2010

Dear postgraduate student

This handbook supplements the generic Programme Handbook for the PGDip/MSc in Speech and Language Therapy at City University, proving additional information that is specific to your first year. Please make sure that you read carefully both the information in the handbook and in this supplement.

The supplement contains:
- The Programme Map
- A programme outline
- A coursework schedule
- A teaching, placement and coursework schedule
- Information for each of your 5 modules (which can also be found at http://www.city.ac.uk/prism/)

All information in this supplement is correct at the time of going to print in September 2010. Of course changes may need to be made throughout the year and you will be advised of these when they occur. You should regularly check the notice boards on level 2, your City email, and your Moodle modules for information and notification of any changes. Please also keep in touch with your year representatives (soon to be chosen by you from your student group) and your year leader (Lucy Dipper) to make sure that you have current information at all times.

If you have a concern during the year please contact the lecturer or module leader first if it relates to teaching, or your personal tutor for pastoral matters. If you then wish to speak to another person, please contact Lucy D (l.t.dipper@city.ac.uk).

Julie Hickin
Programme Director
PGDip/MSc in SLT
Room: D222
Tel: 020 7040 8354
Email: Julie.Hickin.1@city.ac.uk

Lucy Dipper
Year Leader
PGDip 1
Room: D207
Tel: 020 7040 4658
Email: l.t.dipper@city.ac.uk
Programme Map for PGDip / MSc in Speech and Language Therapy – Year 1

CREDITS NEEDED:
- MSc in SLT = 240;
- Postgraduate Diploma in SLT = 180;
- Postgraduate Certificate in LCS (non-clinical exit route) = 60

Postgraduate Diploma/MSc in Speech & Language Therapy: Year one

<table>
<thead>
<tr>
<th>Year One (M level)</th>
<th>90 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first year of the programme establishes the foundations of hearing, speech and language. It explores the nature of speech, communication &amp; swallowing disabilities in children and adults. You will study 5 modules of between 10 to 30 credits. This will equip you with the knowledge to understand the process of human communication in the social and clinical context. From semester 2, you will attend weekly clinical placements in a variety of settings. Learning outcomes reflect the Masters-level of this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1 (Autumn)</th>
<th>Semester 2 (Spring)</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Precourse</strong></td>
<td><strong>Begins 27th Sept. (wk 6 = Reading Week)</strong></td>
<td><strong>Begins 17th Jan</strong></td>
</tr>
<tr>
<td></td>
<td>(mini-block placement, 5 days in period 3rd – 14th Jan)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
| **SLM001: Speech & language sciences** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | }
<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Module Leader</th>
<th>Topics</th>
<th>Lecturers</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| SLM001 | Speech and Language Sciences          | Lia Litosseliti    | Phonetics, phonology, linguistics            | Lucy Dipper, Lia Litosseliti, tbc             | Phon: 2 Essays & 1 MCT + data analysis  
Ling: 1 online class test  
1 data analysis/coursework |
|        |                                      |                     |                                              |                                               |                                                |
| SLM002 | Biomedical Sciences                   | Kirsty Harrison     | ENT A&P Neurology                            | Mary Lee Paul Turner Kirsty Harrison Externals | Worksheets 3 Class tests                       |
|        |                                      | Jo Verhoeven        |                                              |                                               |                                                |
| SLM003 | Developmental Studies                 | Gary Morgan         | Developmental Psychology, Speech & Language  | Gary Morgan, Penny Roy, Roberta Williams and   | 1 Essay Final Exam (in two parts)              |
|        |                                      |                     | Development                                    | externals                                      |                                                |
| SLM004 | Speech, Communication & Swallowing    | Mary Lee            | Voice Disorders & Laryngectomy, Dysphagia,   | Mary Lee, Celia Harding, Kirsty Harrison,     | 2 Courseworks 2 Final Exams                    |
|        | Disabilities                          |                     | Motor Speech Disorders, Dysfluency, Child     | Naomi Cocks, Roberta Williams, Barbara Dodd,   |                                                |
|        |                                      |                     | Speech Disorders, Cerebral Palsy, Cleft       | Helen Cockerill                                |                                                |
|        |                                      |                     | Palate                                        |                                               |                                                |
| SLM005 | Professional Studies (A) – Intervention| Bernard Camilleri  | Lectures linked to SLO04: Underpinnings to   | Variety of internal and external staff        | 3 portfolio tasks  
Clinical placement  
Assessment  
Clinical Exam |
|        |                                      |                     | practice Assessment to therapy  
Hypotheses formation  
Tutorial  
Clinical Placement |                                               |                                                |
# PG1 COURSEWORK SCHEDULE

All dates are the date the week begins

<table>
<thead>
<tr>
<th>Module</th>
<th>Subject</th>
<th>Assessment Type</th>
<th>Student hand-in date</th>
<th>Latest lecturer return date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLM001</td>
<td>Phonetics 1. Essay</td>
<td>8th November</td>
<td>17th January</td>
<td></td>
</tr>
<tr>
<td>Speech &amp; Language Sciences (1)</td>
<td>Phonetics 2. Essay</td>
<td>24th January</td>
<td>28th February</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phonology 3. MCT + data test</td>
<td>14th March</td>
<td>25th April</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phonetics &amp; Phonology 4. Online class Test 5. Data analysis Coursework</td>
<td>29th November 14th March</td>
<td>17th January 11th April</td>
<td></td>
</tr>
<tr>
<td>SLM002</td>
<td>Anatomy &amp; Physiology Class Test</td>
<td>11th October</td>
<td>25th October</td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences (1)</td>
<td>ENT 1. Class Test</td>
<td>8th November</td>
<td>22nd November</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neurology 2. Class Test</td>
<td>17th January</td>
<td>7th February</td>
<td></td>
</tr>
<tr>
<td>SLM003</td>
<td>Essay</td>
<td>31st January</td>
<td>7th March</td>
<td></td>
</tr>
<tr>
<td>Developmental Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLM004</td>
<td>Child Speech Disorders 1. Case Based study</td>
<td>22nd November</td>
<td>7th February</td>
<td></td>
</tr>
<tr>
<td>Speech, Communication &amp; Swallowing Disabilities</td>
<td>Cerebral palsy 2. Leaflet</td>
<td>21st March</td>
<td>11th April</td>
<td></td>
</tr>
<tr>
<td>SLM005</td>
<td>Intervention: Principles &amp; Approaches Clinical Portfolio: 3 tasks</td>
<td>21st March</td>
<td>11th April</td>
<td></td>
</tr>
<tr>
<td>Professional Studies (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PG1 Teaching, Placement & Coursework Schedule

*T = Term time, E = Exam Period, R = Revision, V = Vacation*

<table>
<thead>
<tr>
<th>Week and Date (Monday)</th>
<th>PG 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd September 2010</td>
<td>Pre Course (begins Friday)</td>
</tr>
<tr>
<td>6th September</td>
<td>Pre Course</td>
</tr>
<tr>
<td>13th September</td>
<td>Pre Course</td>
</tr>
<tr>
<td>21st September</td>
<td>Pre Course (ends Wednesday)</td>
</tr>
</tbody>
</table>

### Autumn Term 2009

<table>
<thead>
<tr>
<th>Week and Date (Monday)</th>
<th>PG 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27th September</td>
</tr>
<tr>
<td>2</td>
<td>4th October</td>
</tr>
</tbody>
</table>
| 3                      | 11th October  
|                         | SLM002 Anatomy & Physiology MCT |
| 4                      | 18th October |
| 5                      | 25th October |
| 6                      | 6 READING WEEK |
| 7                      | 1st November |
| 8                      | 8th November  
|                         | SLM002: ENT Class Test |
|                         | SLM001 Phonetics essay |
| 9                      | 15th November |
| 10                     | 24th November 
|                         | SLM004 Coursework |
| 11                     | 29th November 
|                         | SLM001, Linguistics: Class test |
| 12                     | 6th December |
| 13                     | 22nd December (V) |
| 14                     | 27th December (V) |
| 15                     | 3rd January 2010 (E)  
|                         | Placement (5 days over 3 weeks) |
| 16                     | 10th January (T) |

### Spring Term 2010

<table>
<thead>
<tr>
<th>Week and Date (Monday)</th>
<th>PG 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17th January</td>
</tr>
<tr>
<td>2</td>
<td>24th January</td>
</tr>
</tbody>
</table>
| 3                      | 31st January 
<p>|                         | SLM003: Essay |
| 4                      | 7th February |
| 5                      | 6 READING WEEK |
| 6                      | 14th February |
| 7                      | 21st February |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 February</td>
<td>28th February</td>
</tr>
<tr>
<td>9</td>
<td>7th March</td>
</tr>
<tr>
<td>10</td>
<td>14th March</td>
</tr>
<tr>
<td>11</td>
<td>21st March</td>
</tr>
<tr>
<td></td>
<td>SLM004: Coursework</td>
</tr>
<tr>
<td></td>
<td>SLM001: Linguistics coursework</td>
</tr>
<tr>
<td></td>
<td>SLM001 Phonetics &amp; Phonology Class Test</td>
</tr>
<tr>
<td></td>
<td>SLM005: Portfolio Tasks (3)</td>
</tr>
<tr>
<td></td>
<td><strong>Term Ends</strong></td>
</tr>
<tr>
<td></td>
<td>25th March (V)</td>
</tr>
<tr>
<td></td>
<td>4th April (V)</td>
</tr>
<tr>
<td></td>
<td>11th April (V)</td>
</tr>
<tr>
<td></td>
<td>18th April (E)</td>
</tr>
<tr>
<td></td>
<td>25th April (E)</td>
</tr>
<tr>
<td></td>
<td>2nd May (E)</td>
</tr>
<tr>
<td></td>
<td>9th May (E)</td>
</tr>
<tr>
<td></td>
<td>16th May (T/R)</td>
</tr>
<tr>
<td></td>
<td>23rd May (T/R)</td>
</tr>
<tr>
<td></td>
<td>30th May (T/R)</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Placement</td>
</tr>
<tr>
<td></td>
<td>Placement</td>
</tr>
<tr>
<td></td>
<td>Placement</td>
</tr>
<tr>
<td></td>
<td>Placement</td>
</tr>
<tr>
<td></td>
<td>Placement</td>
</tr>
<tr>
<td></td>
<td>Placement</td>
</tr>
<tr>
<td></td>
<td>Summer Term</td>
</tr>
<tr>
<td></td>
<td>6th June (T/R)</td>
</tr>
<tr>
<td></td>
<td>13th June (T/R)</td>
</tr>
<tr>
<td></td>
<td>20th June (T/R)</td>
</tr>
<tr>
<td></td>
<td>27th June (T/R)</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Placement</td>
</tr>
<tr>
<td></td>
<td>Clinical Exams</td>
</tr>
<tr>
<td></td>
<td>Clinical Exams</td>
</tr>
<tr>
<td></td>
<td>4th July (T)</td>
</tr>
<tr>
<td></td>
<td>11th July (T)</td>
</tr>
<tr>
<td></td>
<td>PG Exam Board</td>
</tr>
<tr>
<td></td>
<td>18th July</td>
</tr>
<tr>
<td></td>
<td>25th July</td>
</tr>
<tr>
<td></td>
<td>1st Aug</td>
</tr>
<tr>
<td></td>
<td>8th Aug</td>
</tr>
<tr>
<td></td>
<td>15th Aug</td>
</tr>
<tr>
<td></td>
<td>Resit Exams</td>
</tr>
<tr>
<td></td>
<td>22nd Aug</td>
</tr>
<tr>
<td></td>
<td>Resit Exams</td>
</tr>
<tr>
<td></td>
<td>29th Aug</td>
</tr>
<tr>
<td></td>
<td>Resit Board</td>
</tr>
</tbody>
</table>
MODULES IN PG1
(See PRISM pdfs)
Module Specification

KEY FACTS

Module: Speech & Language Sciences
Module Code: SLM001
School: School of Community and Health Sciences
Department: Department of Language and Communication Science
UK Credits: 20
ECTS: 10.0
Level: Level M

OUTLINE

Summary Description
You will study phonetics, phonology and linguistics to underpin understanding of normal and impaired language.

1. To teach an understanding of the mechanisms of speech production related to articulatory phonetics.
2. To relate speech production to sounds in language, basing the study of normal phonology on Southern British Standard (SBS).
3. To teach transcription of speech and the International Phonetic Alphabet (IPA, 1993).
4. To stimulate your interest in language and language impairment.
5. To develop the analytical skills needed to explore language processing and its impairment in children and adults.
6. To introduce linguistic methodology and its application to the analysis of language structure.

Phonetics

This subject aims to teach an understanding of the mechanisms of speech production and to prepare students for further study of the physical aspects of speech in acoustic and auditory phonetics. It relates speech production to sounds in language, basing the study of normal phonology on SBS English, with reference to other varieties of English. It also aims to teach transcription of speech and the International Phonetic Alphabet (IPA, 1993). The course links practical and theoretical aspects to the analysis of child and disordered speech data and to other clinical applications. Content includes the following:

Articulatory phonetics: the vocal tract, vowel and consonant production, features of articulation. Phonology: system and structure, phoneme and allophone, features of connected speech, suprasegmental phonology. Practical phonetics: the IPA, phonemic and allophonic transcription, parametric diagrams, texts and conventions in transcription.

Linguistics

This subject aims to stimulate students' interest in language and to develop the analytical skills needed to explore language processing and language impairment in children and adults. It introduces linguistic methodology and shows how it can be applied to the analysis of language structure. Such analysis is carried out in relation to samples of normal and impaired output.

In general, linguistics will help develop students' understanding of the linguistic terms and factors that are important in collecting language samples, in designing materials for formal and informal language assessment, and in intervention.
In particular, the subject introduces and explores key syntactic, semantic and pragmatic properties and their interrelations. Areas on which particular emphasis is given include syntax of words and phrases, verb-argument structure and thematic relations, semantics of words and text coherence, and the pragmatic meaning of utterances in context.

Co-requisite Modules

SLM002  Bio-medical sciences
SLM003  Developmental studies
SLM004  Speech, communication & swallowing disabilities
SLM005  Professional studies (A)
SLM006  Research & evidence-based practice (1)
SLM007  Hearing & speech sciences
SLM008  Language sciences
SLM009  Language, cognition & communication disabilities
SLM011  Research & evidence-based practice (2)

What will I be expected to achieve?

On successful completion of this module, you will be expected to be able to:

Knowledge and Understanding

- demonstrate a systematic knowledge of linguistic terms used in formal and informal language assessments
- demonstrate a systematic knowledge of key syntactic, phonological, semantic and pragmatic properties and interrelations between these and application to data.
- demonstrate an in-depth and systematic knowledge of the analysis of child speech, both normal and delayed or disordered.
- demonstrate a systematic knowledge of the International Phonetic Alphabet and its application.

Skills

- demonstrate the ability to analyse complex samples of normal and impaired output and explore linguistic patterns in these.
- undertake critical analysis according to the given framework, e.g. levels of linguistic analysis.
- demonstrate a level of conceptual understanding that will allow for critical evaluation of research and methodologies.

How will I learn?

Lectures, tutorials, practical ear training and sound production
Module Teaching Pattern

<table>
<thead>
<tr>
<th>Teaching Component</th>
<th>Type</th>
<th>Contact Hours</th>
<th>Self Directed Study Hours</th>
<th>Total Student Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonology</td>
<td>Lecture</td>
<td>37</td>
<td>25</td>
<td>62</td>
</tr>
<tr>
<td>Phonetics</td>
<td>Lecture</td>
<td>37</td>
<td>25</td>
<td>62</td>
</tr>
<tr>
<td>Linguistics</td>
<td>Lecture</td>
<td>42</td>
<td>34</td>
<td>76</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>116</strong></td>
<td><strong>84</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

**How will I be assessed?**

Online Test; Essay/data analysis
Multiple choice test

**What do I have to do to pass?**

Assessment Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to students prior to an assessment taking place. More information will be available from the module leader.

**How and when will I get feedback on my assessments?**

Following an assessment, students will be given their marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

**Module Pass Mark**

50

In order to pass the module and acquire the associated credit, a student must complete or be exempted from the assessment component(s) and achieve an aggregate Module Mark of 50%.

The Module Mark shall be calculated from the Phonetics & Phonology (x 3) Coursework weighted at 50.0% with a minimum mark of 50% and Linguistics (x2) Online Test (Term 1), Coursework (Term 2) weighted at 50.0% with a minimum mark of 50%.

**Module Assessment**

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Assessment Type</th>
<th>Weighting</th>
<th>Minimum Qualifying Mark</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistics (x2) Online Test (Term 1), Coursework (Term 2)</td>
<td>Coursework</td>
<td>50</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>Phonetics &amp; Phonology (x 3) Coursework</td>
<td>Coursework</td>
<td>50</td>
<td>50</td>
<td>No</td>
</tr>
</tbody>
</table>
READING LIST

Phonetics

Linguistics
Module Specification

KEY FACTS

Module: Bio-medical sciences
Module Code: SLM002
School: School of Community and Health Sciences
Department: Department of Language and Communication Science
UK Credits: 10
ECTS: 5.0
Level: Level M

OUTLINE

Summary Description
This course will give you the relevant knowledge of anatomy & physiology of speech production, hearing and swallowing. Furthermore, you will learn about aspects of neurology and ear-nose-throat to underpin the understanding of the disruptions that may be seen in speech, language and communication.

1. To provide you with the knowledge and understanding of the anatomy and physiology underlying the processes of speech production, hearing and swallowing.

2. To give an overview of the roles and responsibilities of those in the specialism and to educate you in the aetiologies, medical terminology, descriptions of disorders, diagnostic procedures and medical/surgical management.

3. To provide information about the structures and function of aspects of the nervous system that support the oral, respiratory and speech production mechanisms.

4. To inform you about the range, nature and effects of congenital and acquired disease in children and adults which may influence speech production.

Anatomy & physiology:
This part of the module will present relevant aspects of the anatomy and physiology underlying the processes of speech production and hearing. Specific aspects that will be discussed are the mechanisms of breathing (the energy for speech), phonation (vocal fold vibration) and articulation. In addition, substantial attention will be paid to the various aspects of neuro-anatomy and physiology as a control system.

Neurology & disorders of the nervous system:
You will study normal development and function of aspects of the nervous system which relate to speech production, e.g. motor areas of cerebral hemispheres, upper and lower motor neurones, extrapyramidal system, cerebellum and specific cranial nerves.

You will learn about the investigation, presentation, prognosis and management of disabilities arising from damage or disease to these systems in children and adults: cerebral palsy, disorders of the peripheral nervous system, cerebellar/movement disorders, extrapyramidal disorders, degenerative conditions, cerebrovascular disease and infection. You will also consider the role of the MDT in management of neurological diseases.

Disorders of ear, nose & throat (ENT):
You will learn about anatomy & physiology of the head & neck, particularly in relation to speech and swallowing. Medical and surgical aspects of disorders of the ear and hearing, pharynx and throat. Organic laryngeal pathology
covering physiological changes, structural abnormalities and disease processes and functional outcomes

Co-requisite Modules
SLM001 Speech & Language Sciences
SLM003 Developmental studies
SLM004 Speech, communication & swallowing disabilities
SLM005 Professional studies (A)
SLM006 Research & evidence-based practice (1)
SLM007 Hearing & speech sciences
SLM008 Language sciences
SLM009 Language, cognition & communication disabilities
SLM010 Professional studies (B)
SLM011 Research & evidence-based practice (2)

What will I be expected to achieve?
On successful completion of this module, you will be expected to be able to:

Knowledge and Understanding
- demonstrate a critical knowledge and understanding of the main structures and functions of the body systems, specifically in relation to speech production, hearing and swallowing.
- demonstrate a detailed and systematic knowledge and understanding of the medical / surgical management of disorders of the ear, nose and throat.
- demonstrate an in-depth understanding of the relationship between damage to specific parts of the nervous system and consequent effects on both motor skills and the speech production system.
- demonstrate systematic knowledge and understanding of the significance of medical terminology and a range of ENT disorders and how these affect speech perception, speech and voice production.
- appreciate the relationships between relevant structures and functions involved in human communication.

Skills
- demonstrate self-directed learning with a degree of autonomy in order to establish foundation knowledge required by the module and to underpin the study of speech and language therapy.
- demonstrate technical expertise in using bio-medical knowledge to interpret relevant information and understand the implications for the work of the speech and language therapist.
- use a wide range of learning resources to further knowledge and understanding.
- identify the main anatomical and physiological elements of language, speech, hearing and deglutition.

- demonstrate the ability to learn independently and self-critically, guiding the learning of others.

- use the anatomical, physiological, neurological and ENT knowledge as the foundation for understanding normal function and organic pathology in speech, language and hearing.

**How will I learn?**

This module will feature lectures and demonstrations, self-directed study programme using CD-rom and lab based exercises. There will be a self-directed study programme to support the anatomy and physiology course.

### Module Teaching Pattern

<table>
<thead>
<tr>
<th>Teaching Component</th>
<th>Type</th>
<th>Contact Hours</th>
<th>Self Directed Study Hours</th>
<th>Total Student Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disorders of ear, nose &amp; throat</td>
<td>Lecture</td>
<td>10</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Neurology</td>
<td>Lecture</td>
<td>10</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Anatomy &amp; physiology</td>
<td>Lecture</td>
<td>8</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>28</strong></td>
<td><strong>72</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**How will I be assessed?**

You will undertake three class tests (Anatomy and physiology, ENT and Neurology).

You will be assessed by three class tests; Anatomy and Physiology; ENT and Neurology. You must pass each test with a minimum of 50%. The results from all three tests will be aggregated to provide your final module mark, using the following weightings:

- Anatomy and physiology (40%)
- ENT (30%)
- Neurology (30%)

Examples of class test questions will be made available on Moodle, as will a topic schedule and advice for revision/completion of the tests.

**What do I have to do to pass?**

Assessment Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to students prior to an assessment taking place. More information will be available from the module leader.
How and when will I get feedback on my assessments?

Following an assessment, students will be given their marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Module Pass Mark

50

In order to pass the module and acquire the associated credit, a student must complete or be exempted from the assessment component(s) and achieve an aggregate Module Mark of 50%.

The Module Mark shall be calculated from the Neurology MCT weighted at 30.0% with a minimum mark of 50%, ENT MCT weighted at 30.0% with a minimum mark of 50% and Anatomy & physiology MCT weighted at 40.0% with a minimum mark of 50%.

Module Assessment

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Assessment Type</th>
<th>Weighting</th>
<th>Minimum Qualifying Mark</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; physiology MCT</td>
<td>MCT</td>
<td>40</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>ENT MCT</td>
<td>MCT</td>
<td>30</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>Neurology MCT</td>
<td>MCT</td>
<td>30</td>
<td>50</td>
<td>No</td>
</tr>
</tbody>
</table>

READING LIST


Module Specification

**KEY FACTS**

- **Module:** Developmental studies
- **Module Code:** SLM003
- **School:** School of Community and Health Sciences
- **Department:** Department of Language and Communication Science
- **UK Credits:** 15
- **ECTS:** 7.5
- **Level:** Level M

**OUTLINE**

**Summary Description**

You need to have an understanding of the processes of normal development to serve as a frame of reference for assessing and intervening with people who have communication disabilities.

1. To introduce to you the processes and stages of normal development.
2. To provide for you a preliminary introduction to information processing approaches to language processing and its development.
3. To explore with you theories of learning and development.

**Developmental Psychology**

This part of the module aims to introduce you to some of the major approaches to describing and explaining the way thinking and cognitive processing changes across time. It also aims to develop your understanding of normal development and its relation to atypical development and clinical practice.

**Speech and Literacy Development**

In this part of the module, we will discuss speech development, including factors influencing development, normal and delayed phonological development and theories of phonological development as a basis for assessing atypical speech. You will also learn about reading development, including an introduction to early reading skills, theories of acquisition and phonological awareness.

Like speech, language develops according to a timetable. As the child develops a vocabulary, first words with their underlying meanings are then combined to create utterances according to rules of syntax and grammar. While the child is learning the vocabulary, syntax and grammar of her language, she is also learning the social customs regarding its use. These are internalized as pragmatic rules. Children whose language development lags significantly from the developmental timetable may be considered developmentally delayed in language acquisition. A child with a language disorder may not use the language commensurate with her peers. She may be delayed in acquiring the vocabulary, syntax, grammar and pragmatics of her age mates. The child may have some of the characteristics of the language expected for her age, say vocabulary, but may be behind in syntax. Another child may have difficulty understanding the pragmatics of language and not know what to say in a given situation, whereas vocabulary may be limited in yet another. These problems in language development may be correlated with problems in later developing language-related areas such as reading.

The course will include some of the main topics and questions in the field. What problems and puzzles face infants as they start to learn language? And what puzzles do we face in trying to find out what they know? Other topics include: the mapping of form and meaning, the one-word stage, the two-word stage / simple sentences, verbs and argument structures and grammatical morphemes.
Co-requisite Modules
SLM001  Speech & Language Sciences
SLM002  Bio-medical sciences
SLM004  Speech, communication & swallowing disabilities
SLM005  Professional studies (A)
SLM006  Research & evidence-based practice (1)
SLM007  Hearing & speech sciences
SLM008  Language sciences
SLM009  Language, cognition & communication disabilities
SLM010  Professional studies (B)
SLM011  Research & evidence-based practice (2)

What will I be expected to achieve?
On successful completion of this module, you will be expected to be able to:

Knowledge and Understanding
- You must demonstrate an in-depth knowledge and understanding of theoretical claims and evidence concerning normal development, as a background to theoretical exploration of development in children with communication disabilities.
- You must demonstrate in-depth knowledge of normal development as a basis for investigating the nature of impairment in a child's cognitive and linguistic processing, and the implications for intervention.
- You must demonstrate the ability to read and critique psychological literature relating to speech and language therapy and to show an understanding of basic psychological science

Skills
- You must demonstrate the technical expertise to identify aspects of normal development and to detect evidence of abnormal development and make links to intervention.
- You must demonstrate critical awareness can synthesise information for use in clinical practice.
- You must demonstrate a level of conceptual understanding that allows for the evaluation of research and a range of theoretical perspectives.
- You must demonstrate self direction, acting autonomously in planning and implementing tasks.

How will I learn?
Lectures
KU
Lecture
SS
Lecture
Module Teaching Pattern

<table>
<thead>
<tr>
<th>Teaching Component</th>
<th>Type</th>
<th>Contact Hours</th>
<th>Self Directed Study Hours</th>
<th>Total Student Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of language</td>
<td>Lecture</td>
<td>22</td>
<td>25</td>
<td>47</td>
</tr>
<tr>
<td>Developmental psychology</td>
<td>Lecture</td>
<td>38</td>
<td>35</td>
<td>73</td>
</tr>
<tr>
<td>Development of speech</td>
<td>Lecture</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>70</strong></td>
<td><strong>80</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

How will I be assessed?

Lectures
KU
Written assignments;
exam
SS
Written assignments;
exam

What do I have to do to pass?

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes that you need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to you prior to an assessment taking place. More information will be available from your module leader.

How and when will I get feedback on my assessments?

Following an assessment, you will be given your marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from your module leader.

Module Pass Mark

50

In order to pass the module and acquire the associated credit, a student must complete or be exempted from the assessment component(s) and achieve an aggregate Module Mark of 50%.

The Module Mark shall be calculated from the Developmental studies Exam weighted at 50.0% with a minimum mark of 50% and Developmental psychology Coursework weighted at 50.0% with a minimum mark of 50%.
Module Assessment

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Assessment Type</th>
<th>Weighting</th>
<th>Minimum Qualifying Mark</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental psychology Coursework</td>
<td>Coursework</td>
<td>50</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>Developmental studies Exam</td>
<td>Exam (Unseen)</td>
<td>50</td>
<td>50</td>
<td>No</td>
</tr>
</tbody>
</table>

READING LIST

Psychology

Speech and literacy development:

Language
Module Specification

KEY FACTS

Module: Speech, communication & swallowing disabilities
Module Code: SLM004
School: School of Community and Health Sciences
Department: Department of Language and Communication Science
UK Credits: 15
ECTS: 7.5
Level: Level M

OUTLINE

Summary Description

This module comprises six courses and one full study day in Cleft Palate. There are four courses during the autumn term, two courses during the spring term and one day long course also during the spring term. The aim of these courses is to facilitate development of your knowledge and understanding of the disorders of speech, swallowing and communication disorders.

1. To introduce the range of difficulties affecting the development and process of speech and communication, with specific attention to terminology, definitions of disorders, aetiologies & presentation, client profiles and assessment and management options.
2. To explore the potential levels of breakdown in the speech chain in children and to provide information about aetiology, assessment, diagnosis and specific intervention techniques for children with developmental disorders of speech.
3. To explore dysfluency, addressing the aetiologies and differential diagnosis of normal non fluencies, stuttering, cluttering and neurological stuttering, the assessment of stuttering and its management in all age groups.
4. To explore voice disorder & laryngectomy, addressing the aetiologies and differential diagnosis of organic, neurogenic & psychogenic disorders, issues of assessment and the range of management options (surgical & therapeutic interventions).
5. To explore the range, nature, effects and management of cleft lip and palate in infants and children and associated syndromes; to consider methods of assessment and treatment of speech in children with cleft lip and velopharyngeal incompetence.
6. To explore cerebral palsy as a condition, its impact on the development of language and communication and the range of intervention approaches.
7. To explore motor speech disorders (dysarthria) including definition of the dysarthrias and their clinical presentation in neurological diseases and the assessment and management options.
8. To explore the nature of eating and swallowing difficulties, considering assessment and diagnosis from observation through to instrumentation and the treatment and management options for children and adults with dysphagia.

Motor Speech Disorders
This course covers the dysarthrias, including classification, assessment and clinical management, as well as the role of the Speech and Language Therapist in dysarthria management.

Voice & Laryngectomy
This course covers the basic anatomy and physiology of the head and neck with an emphasis on speech and swallowing; pre and post surgical laryngectomy with communication options following total laryngectomy, emphasis on surgical voice restoration via tracheo-esophageal puncture. Normal voice and benign vocal pathologies: their classification, diagnosis and management. Role of the multidiscipline team as well as outcomes of treatment will be discussed. There is a related workshop in management of the surgical voice patient with guest Laryngectomees.
Dysphagia
This course covers normal swallowing, including description of development of the swallow mechanism, the phases of swallow and how it is assessed using the oral mechanism exam with cranial nerve examination. Content covers dysphagia in the neurogenic population, both chronic and acute, paediatric dysphagia and head & neck dysphagia. There is a related workshop in assessment of dysphagia which includes assessment at bedside, videofluoroscopy and fiber optic endoscopic evaluation of swallow (FEES).

Stuttering
This course covers the causes and nature of stuttering; the development of stuttering; the process of therapy through assessment including both a speech profile and covert issues; indirect and/or direct therapy in all ages, selection of tailored therapy such as group vs individual, behavioural techniques, parent child interaction, and/or counselling; maintenance of fluency, principles of change and relapse; cluttering; neurological stuttering; personal construct psychology.

Cerebral Palsy
This course covers the condition of cerebral palsy: its neurology, aetiology, classification and associated difficulties. Communication difficulties associated with cerebral palsy: typical patterns of communication, their assessment and management. As well as communication, the course covers eating, drinking and swallowing difficulties associated with cerebral palsy: their development, assessment and management. The course outlines various intervention programmes for clients with cerebral palsy, including Conductive Education and Bobath approaches. The use of Alternative and Augmentative communication systems with children with cerebral palsy is addressed in terms of assessment, decision making, selection and implementation.

Cleft Palate
The course covers the classification, and surgical management of cleft palate from birth to maturity. Syndromes, associated factors including hearing loss and malocclusions are included. Topics includes how to identify characteristic speech patterns as well as assessment of speech and nasality; intervention in terms of specialist techniques, early intervention and feeding. The role of the specialist cleft palate team is also discussed.

Child Speech Impairments
This course is an introduction to child speech impairments, including factors affecting the course of impairment with various explanations for child speech impairments. There is an introduction to developmental verbal dyspraxia including a discussion of the controversy around assessment, diagnosis and intervention of the impairment. It is an introduction to the assessment of child speech impairments, including medical, linguistic and psycholinguistic approaches. It is an introduction to the various intervention approaches to child speech impairments based on the assessment approaches mentioned above.

Co-requisite Modules
SLM001 Speech & Language Sciences
SLM002 Bio-medical sciences
SLM003 Developmental studies
SLM005 Professional studies (A)
SLM006 Research & evidence-based practice (1)
SLM008 Language sciences
SLM009 Language, cognition & communication disabilities
SLM010 Professional studies (B)
SLM011 Research & evidence-based practice (2)
What will I be expected to achieve?

On successful completion of this module, you will be expected to be able to:

Knowledge and Understanding
- demonstrate a detailed knowledge of the range of difficulties affecting the development and process of speech, communication & swallowing, with specific reference to developmental speech disorders, dysfluency, voice disorders & laryngectomy, motor speech disorders, cerebral palsy, cleft palate & cranio-facial abnormalities and dysphagia, including aetologies, presentation and differential diagnosis.
- demonstrate a detailed knowledge of the range of assessment, intervention and management options for the different speech, communication & swallowing disabilities as appropriate to the clinical presentation.

Skills
- identify and describe the critical features in the clinical presentation of speech, communication and swallowing disabilities.
- interact effectively within a team/learning group, contributing ideas, receiving information, modifying responses and collaborating with others in pursuit of a common goal.
- take into consideration the wider social and lifestyle implications in the assessment and management of speech, communication and swallowing disabilities.
- identify and select assessment tools as appropriate to the client's presentation and analyse the data with minimum guidance using the recommended frameworks, methods and instrumentation.
- evaluate your own strengths and areas for development through the use of self reflection.
- present information in a variety of formats appropriate to the stated goal and target audience in a confident and professional way.

Values and Attitudes
- demonstrate awareness of the the therapist's role regarding duty of care.
- demonstrate awareness of issues of client confidentiality.
- demonstrate awareness of issues of safe practice and the minimum standards laid down by the professional body - RCSLT.
- demonstrate awareness of consent issues and the importance of negotiation in clinical practice.

How will I learn?

You will learn through a variety of formats including lectures, workshops and group discussion. You will also have an opportunity to meet clients, view and evaluate videos of clients and problem solve management of communication disorders facilitated by the lecturer.
Module Teaching Pattern

<table>
<thead>
<tr>
<th>Teaching Component</th>
<th>Type</th>
<th>Contact Hours</th>
<th>Self Directed Study Hours</th>
<th>Total Student Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysfluency</td>
<td>Lecture</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Voice disorders &amp; larygectomy</td>
<td>Lecture</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Cleft palate &amp; cranio-facial abnormalities</td>
<td>Workshop</td>
<td>8</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Motor speech disorders</td>
<td>Lecture</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Dysphagia</td>
<td>Lecture</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>48</strong></td>
<td><strong>58</strong></td>
<td><strong>106</strong></td>
</tr>
</tbody>
</table>

How will I be assessed?

You will be expected to complete coursework in a range of presentation styles such as case-based study, poster, critical review of the literature, and/or creating an information leaflet for target audience. At least one coursework will be paired or group-based assignments which aim to promote collaborative effort. Peer & self-assessment (PSA) framework will be included.

There will be two seen written exams each covering two topics with either an assessment or an intervention focus. You will be expected to use your knowledge from the appropriate clinical areas to produce an integrated analytical piece of work, including rationale with support from relevant literature.

What do I have to do to pass?

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully. Grade-Related Criteria are descriptions of the skills, knowledge or attributes you will need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments are available in the module handbook which you will have access to at the start of the academic year. More information will be available from the module leader.

How and when will I get feedback on my assessments?

Following an assessment, you will be given your marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Module Pass Mark 50

In order to pass the module and acquire the associated credit, a student must complete or be exempted from the assessment component(s) and achieve an aggregate Module Mark of 50%.

The Module Mark shall be calculated from the SLM004(2) Exam weighted at 30.0% with a minimum mark of 50%, SLM004(1) Exam weighted at 30.0% with a minimum mark of 50%, SCSD (Coursework 2) weighted at 20.0% with a minimum mark of 50% and SCSD (Coursework 1) weighted at 20.0% with a minimum mark of 50%.
<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Assessment Type</th>
<th>Weighting</th>
<th>Minimum Qualifying Mark</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCSD (Coursework 1)</td>
<td>Coursework</td>
<td>20</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>SCSD (Coursework 2)</td>
<td>Coursework</td>
<td>20</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>SLM004(1) Exam</td>
<td>Exam (Seen)</td>
<td>30</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>SLM004(2) Exam</td>
<td>Exam (Seen)</td>
<td>30</td>
<td>50</td>
<td>No</td>
</tr>
</tbody>
</table>

**READING LIST**

Motor Speech Disorders


Voice & laryngectomy


Dysphagia


Stuttering


Cerebral palsy


Cleft palate


Child Speech Impairment


## Appendix - Module Approval Information

**Module:** Speech, communication & swallowing disabilities  
**Module Code:** SLM004  
**School:** School of Community and Health Sciences  
**Department:** Department of Language and Communication Science

### HESA

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Price Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>Nursing and Paramedical Studies</td>
<td>C</td>
</tr>
</tbody>
</table>

### JACS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B630</td>
<td>The study of the principles and techniques of therapies for persons with physical or behavioural disorders that affect speaking or comprehension.</td>
</tr>
</tbody>
</table>
Module Specification

KEY FACTS

Module: Professional studies (A)
Module Code: SLM005
School: School of Community and Health Sciences
Department: Department of Language and Communication Science
UK Credits: 30
ECTS: 15.0
Level: Level M

OUTLINE

Summary Description
To enable you to understand the conceptual frameworks and the enactment processes of intervention, to support your clinical decision-making on clinical placement.
To enable you to construct and administer intervention activities and identify and use associated therapeutic skills.
To give you the necessary knowledge and understanding of the broader clinical and professional context in preparation for entering the profession.

You will:
1. develop your understanding of the application of communication and interpersonal skills to the professional context.
2. develop your understanding of approaches to intervention using exemplars from a range of client groups and presenting conditions.
3. develop your knowledge, understanding and application of the cycle of intervention and conceptual frameworks for planning intervention.
4. explore and apply clinical decision-making with regard to the design of intervention.
5. begin to identify and develop the use of technical skills associated with different approaches and patterns of SLT delivery.
6. explore the range of team working practice, considering the processes of trans/inter and multi-disciplinary team working.
7. establish an understanding of human diversity with specific attention to ethnic/cultural variation, and will develop culturally sensitive practice.
8. explore intervention practice across different contexts, including educational, health, residential and social settings.
9. explore communication that takes place with or about a person with speech, communication and swallowing disorders in a professional way using a variety of formats as appropriate.

Your clinical placement will take place in the Spring and Summer. You will attend placements for a number of hours (in the range of 120 to 210 hours), that meet the requirements of the HPC and RCSLT.

The professional studies module of the first year postgraduate course incorporates a lecture stream (Intervention), clinical tutorials and the clinical placement experience. The lectures and tutorials have been designed to complement each other and to enhance your knowledge, learning and performance in clinical placement. The intervention lectures incorporate case-based facilitated workshops and group presentations. The professional studies module in the first year serves as a prerequisite for the professional studies module in the second year of the program. The purpose of this module is for you to develop a strategy for making the links between theory and practice in working with people with communication disabilities, their families and carers within the context of their environment. There is a strong emphasis on 1) establishing and understanding a theoretical framework for intervention 2) understanding the process of assessment and diagnosis and 3) how assessment findings inform therapy. You will also be exposed to information on working in different contexts including cultural diversity, and how...
to involve others in providing intervention to a variety of client groups.

Your clinical placement will take place once a week in the Spring term (preceded by a block of 5 days) followed by a block placement in the Summer term. These placements focus on professional communication skills and clinical practice. You will attend placements for a number of hours in the range of 120 - 210 hours.

Co-requisite Modules

- SLM001 Speech & Language Sciences
- SLM002 Bio-medical sciences
- SLM003 Developmental studies
- SLM004 Speech, communication & swallowing disabilities
- SLM006 Research & evidence-based practice (1)
- SLM007 Hearing & speech sciences
- SLM008 Language sciences
- SLM009 Language, cognition & communication disabilities
- SLM010 Professional studies (B)
- SLM011 Research & evidence-based practice (2)

What will I be expected to achieve?

On successful completion of this module, you will be expected to be able to:

Knowledge and Understanding

- demonstrate an in-depth knowledge of the conceptual framework for intervention and an appreciation of areas of difference and commonality across the range of client groups.
- demonstrate an in-depth knowledge of the range of intervention approaches, including assessment and therapy activities, augmentative and alternative communication and the different contexts in which they are used.
- demonstrate an in-depth knowledge of administrative and management requirements within the clinical context.
- demonstrate an in-depth knowledge of the components within the cycle of intervention and associated levels of decision-making in the planning and implementation of assessment and therapy activities.
- demonstrate an awareness of broader social and cultural issues and their impact on practice.

Skills

- interact effectively within a group as a member or leader, and in different contexts.
- demonstrate technical expertise in carrying out decision-making in the construction of intervention with support from clinical supervisor.
- analyse a range of information arising from various sources with critical awareness.
- demonstrate technical expertise in carrying out and evaluating assessment & therapy activities.
- reflect and evaluate your own strengths and needs, provide feedback for others, challenge the opinion of others and develop your own judgements.

- use, with critical awareness, information and reformat towards the construction and planning of intervention.

- manage information from a variety of sources and develop appropriate strategies for addressing issues as they arise.

- demonstrate technical expertise in carrying out clinical administration & management tasks under supervision.

- demonstrate a level of conceptual understanding that allows for selection of appropriate tools for evaluation purposes.

- demonstrate self direction and originality in problem solving clinically related issues.

- communicate effectively using a variety of styles and media as appropriate to clinical context and situational factors.

- demonstrate sensitivity and respect to people from different cultural backgrounds and with diverse needs.

- identify difficulties and use a variety of resources to address them, including using supervision.

- evaluate own clinical skills, identifying strengths, difficulties and needs and suggesting goals for future attainment.

**Values and Attitudes**

- demonstrate awareness of the implications for identity, social functioning and lifestyle for people who have a speech, communication & swallowing disability.

- demonstrate awareness of issues of safe practice and minimum standards of clinical practice laid down by the professional body - RCSLT.

- demonstrate sensitivity to issues of human diversity, including culture, ethnicity and disability, and acts appropriately.

- demonstrate respect for clients and awareness of confidentiality and empowerment issues regarding clinical practice.

- demonstrate awareness of therapist's role, duty of care and the scope of practice.

**How will I learn?**

Approaches to Intervention will be covered through lectures, group discussion and workshop activities. You will attend clinical placements which are supervised by a clinical educator. You will receive formative feedback by completing the 'Report of Clinical Progress' with your clinical educator. You will also receive a live or video visit by your clinical tutor.

Alongside your placements you will attend clinical tutorials at the university. These involve student-led activities, small group discussion and problem solving.
Module Teaching Pattern

<table>
<thead>
<tr>
<th>Teaching Component</th>
<th>Type</th>
<th>Contact Hours</th>
<th>Self Directed Study Hours</th>
<th>Total Student Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of intervention</td>
<td>Lecture</td>
<td>38</td>
<td>110</td>
<td>148</td>
</tr>
<tr>
<td>Clinical tutorials for discussion of placement &amp; issues</td>
<td>Tutorial</td>
<td>42</td>
<td>110</td>
<td>152</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>80</strong></td>
<td><strong>220</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

**How will I be assessed?**

You will be assessed through a combination of Portfolio tasks, Clinical exam and Clinical placement marks.

**What do I have to do to pass?**

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to you prior to an assessment taking place. More information will be available from the module leader.

**How and when will I get feedback on my assessments?**

Following an assessment, you will be given your marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

**Module Pass Mark**

50

In order to pass the module and acquire the associated credit, you must complete or be exempted from the assessment component(s) and achieve an aggregate Module Mark of 50%.

The Module Mark shall be calculated from the In-house practical examination weighted at 30.0% with a minimum mark of 50%, Clinical placement assessment weighted at 30.0% with a minimum mark of 50% and Portfolio tasks weighted at 40.0% with a minimum mark of 50%.

Your marks on the portfolio tasks will be aggregated.

If an aggregate pass mark across the tasks is not achieved, you will be required to resubmit all failed tasks. Each resubmitted task can only achieve a maximum of 50% and a passing aggregate of at least 50% must be achieved across all the tasks in order for you to pass the component.

If a mark for a single portfolio task is more than 10 marks below the pass mark, this task must be re-sat even if the aggregate pass mark is reached.

The following assessment components are marked as pass/fail and not included in the overall calculation:

- Professional Standards
## Module Assessment

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Assessment Type</th>
<th>Weighting</th>
<th>Minimum Qualifying Mark</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical placement assessment</td>
<td>Placement</td>
<td>30</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>In-house practical examination</td>
<td>VIVA</td>
<td>30</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Coursework</td>
<td>40</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td>Professional Standards</td>
<td>Placement</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### READING LIST

World Health Organisation Website: http://www.who.int/
www.rcslt.org/comp.shtml