PROGRAMME SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Programme name</th>
<th>Advanced Practice in Health and Social Care (Speech, Language and Communication)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award</td>
<td>MSc, Postgraduate Diploma (PG Dip) and Postgraduate Certificate (PG Cert)</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Language and Communication Science</td>
</tr>
<tr>
<td>Programme code</td>
<td>PSSLCO</td>
</tr>
<tr>
<td>Type of study</td>
<td>Full-Time</td>
</tr>
<tr>
<td></td>
<td>Part-Time</td>
</tr>
<tr>
<td>Total UK credits</td>
<td>MSc 180; Post Graduate Diploma 120; Postgraduate Certificate 60</td>
</tr>
<tr>
<td>Total ECTS</td>
<td>MSc 90; Post Graduate Diploma 60; Postgraduate Certificate 30</td>
</tr>
</tbody>
</table>

PROGRAMME SUMMARY

The MSc Advanced Practice in Health and Social Care (Speech, Language and Communication) provides a flexible, professionally orientated programme for Speech and Language Therapists and other graduates with a specific interest in the field of communication and communication disorders. It seeks to prepare a specialist research-focused workforce that will help revolutionise health and social care provision to better meet society's changing demographic health needs by using new technologies and more innovative and creative working practices. It also aims to prepare you for new, efficient and ethical ways of working that will offer better quality of life and quality of care by placing service users and carers at the centre of decision-making and service redesign, and will enable you to respond better to the ever-increasing pressures on healthcare.

The programme seeks to enhance and advance clinical, professional and research skills and knowledge within a multi-professional and interdisciplinary learning context. It offers teaching in the latest theoretical and clinical developments in key areas of speech and language therapy, and will develop your critical thinking, research skills and data analysis to support and extend your role as an evidence-based practitioner. It will also give you the opportunity to conduct a research project under expert supervision, drawing on the knowledge and skills you have developed and laying the foundations for independent research in the future.

By completing the MSc in APHSC (Speech, Language and Communication) you will have demonstrated original application of knowledge to the field of speech language and communication, and clinical decision making in relation to practice. You will have been engaged in research that contributes new views to this area.

Those of you who undertake or exit the programme with a Postgraduate Diploma will have explored knowledge related to the field of speech, language and communication from different perspectives to broaden your expertise and skills. You will also have
critically evaluated current evidence in the field and provided appropriate critiques of knowledge and techniques in relation to this.

If you undertake or exit the programme at Postgraduate Certificate level you will be have been enabled to examine theories related to speech, language and communication, and be able to synthesise and apply these to practice. You will have gained critical insight into problems that may arise in this area and be able to consider problem solving mechanisms. You will also be able to use a range of techniques to undertake your scholarly work.

Aims

The programme aims to:

• Provide input from a wide range of experts in both theory and practice in the broad field of health and social care, the more specific field of communication and communication disorders, and in specific disorders of speech, language, communication and swallowing.
• Offer opportunities for informed discussion with practitioners, professionals and researchers working within your own and other health and social care settings and in associated fields.
• Enable you to shape your own programme through your selection of modules.
• Help you deal with complex issues both systematically and creatively, make informed judgements, and communicate your conclusions clearly to specialist and non-specialist audiences.
• Help you develop strategies for the use of solution-focused approaches in interagency and interprofessional working and promote the wider social inclusion of people with communication disorders.
• Emphasise the safety of service users, particularly in terms of governance and the application of the evidence base to clinical practice.
• Foster your
  o self-direction and originality in tackling and solving problems;
  o ability to act autonomously in planning and implementing tasks at a professional or equivalent level, exercise initiative and make decisions in complex and unpredictable situations;
  o independent learning ability for continuing personal and professional development;
  o placement of service users and carers at the centre of all decision-making;
  o leadership potential in an integrated health and social care context;
  o readiness to think critically, be open to new ideas, and challenge outmoded ways of working.
• Provide you with a recognised qualification indicating your level of specialised expertise.

WHAT WILL I BE EXPECTED TO ACHIEVE?

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

Knowledge and understanding:
• Show knowledge and critical understanding of the principles of research design and statistics (MSc and PG Dip only).
• Critically appraise the nature of health and social care provision and further develop your role as an advanced health and social care worker (MSc and PG Dip only).
• Demonstrate in-depth knowledge and understanding of current perspectives, theoretical concepts, research methodologies and research findings in your areas of study.
• Demonstrate a critical understanding of the nature of communication disability and its impact on function and participation.
• Evaluate existing knowledge and determine areas for development within multi-professional and interdisciplinary contexts.

Skills:
• Practise as an autonomous Speech and Language Therapist capable of leading professional developments (where applicable).
• Engage in independent study using diverse research resources.
• Synthesise and critically evaluate relevant research literature and articulate implications for clinical/educational/social care policy and practice development and innovation.
• Critically appraise and integrate different perspectives and theories within each module and across modules.
• Develop research designs appropriate to research questions/hypotheses, and select and implement appropriate statistical analyses of data (MSc only).
• Undertake an empirical research investigation (MSc only).
• Demonstrate written and verbal communication skills appropriate to Master’s level.

Values and attitudes:
• Show an insight into and respect for the experience of service users and participants in research.
• Demonstrate an understanding of due regard for principles in service delivery, in relation to the Equalities Act (2010), to remove or minimise disadvantages experienced by people due to their protected characteristics.
• Demonstrate an understanding of the importance of complying with ethics requirements for conduct of research with human participants.
• Provide advice for colleagues, patients and their carers that is non-discriminatory.
• Be effective when working in a range of environments (NHS and non-NHS)
• Construct and manage a personal and professional development plan which reflects a commitment to lifelong learning.
• Be able to manage your own levels of stress in a way that promotes your welfare and the quality of your work.

Registration Period
The normal period of registration for the MSc award is one year’s taught programme for full time students (plus up to one year for dissertation) or two years’ taught programme for part time students (plus up to one year for dissertation). The maximum period of registration for this programme is 5 years.
The normal period of registration for the Postgraduate Diploma award is one year for full time students or two years for part time students.

The normal period of registration for the Postgraduate Certificate award is one year, although students may take modules on an occasional basis over two years.

**HOW WILL I LEARN?**

The teaching and learning methods used in this programme are designed to emphasise the synthesis of theory and practice, guide your development of robust critical analysis and research skills, and provide opportunities for you to engage in independent study in an area of interest and professional relevance to you.

Teaching and learning are largely through small-group, seminar-based sessions and action learning sets, and where teaching is in large groups, it is supported by smaller-group workshops. These provide opportunities for interactive learning, group discussions and in many cases workshop activities encouraging you to explore the implications of theoretical and empirical research evidence for clinical assessment, intervention, policy and services (often relating these to your own clinical experience). Where relevant, we provide input from a range of experts in both theory and practice. We also require you to engage in self-directed study, and guide you towards diverse information sources including electronic databases, and academic and governmental websites (relating to health and educational policy), as well as specific journal articles and books.

There will be extensive use of City's Virtual Learning Platform, Moodle, for a more interactive learning experience.

At Master's level, these learning strategies are aimed at developing your ability to challenge current limits of theory and research and to take a sophisticated and creative approach to problem-solving. Through the learning process, you will engage in full professional and academic communication, including critical debate and evaluation of personal performance and that of peers and colleagues.

City provides a rich and varied learning environment, and as a Master's student you are expected to fully avail yourself of all the opportunities, and to work in a manner conducive to your own learning style and professional ambitions.

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

**Assessment and Assessment Criteria**

You will be assessed through a variety of assignments including essays, portfolios, literature reviews, poster presentations, oral presentations, and data analyses. Some will draw on your experience of particular clinical settings, client groups, or individual clients. These methods are used to assess your critical understanding of key issues; your ability to integrate theory with practice; your analytical skills; and your ability to engage in confident, clear and coherent academic and professional communication,
both verbal and written. Most modules require one summative assessment weighted 100%, but some involve more than one assessment and the weighting for each assessment component is stated in the module specification.

Assessment criteria are provided for each assignment. These describe the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, and provide a mechanism by which the quality of an assessment can be measured. Grade-related criteria describe the level of skills, knowledge or attributes that you need to demonstrate in order achieve a certain grade or mark in an assessment, and provide a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Grade-related criteria are provided in your programme handbook.

Feedback on assessment

Feedback will be provided in line with our Assessment and Feedback Policy. You will normally be provided with feedback within four weeks of the submission deadline or assessment date. This would normally include a provisional mark that requires ratification at the Assessment Board by the external examiners. Where formative assignments are set, feedback will be provided within three weeks of the submission deadline or assessment date. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at: [https://www.city.ac.uk/__data/assets/pdf_file/0008/68921/assessment_and_feedback_policy.pdf](https://www.city.ac.uk/__data/assets/pdf_file/0008/68921/assessment_and_feedback_policy.pdf)

Assessment Regulations

In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits. You also need to pass each Programme Stage of your programme in order to progress to the following Programme Stage.

The pass mark for each module is 50%. Where the module requires more than one assessment, the contribution of each to the final mark is stated in the module specification.

If you fail an assessment component or a module, you will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you will be awarded the credit for that module. The mark for each assessment component that is subject to a resit will be capped at the pass mark for the module. The capped mark will be used in the calculation of the final module mark together with the original marks for the components that you passed at first attempt.

If you do not meet the requirements for a module and do not complete your resit by the date specified you will not progress and the Assessment Board will require that you be withdrawn from the programme.

If you fail to meet the requirements for the programme, the Assessment Board will
consider whether you are eligible for an Exit Award as per the table below. If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at:

http://www.city.ac.uk/__data/assets/word_doc/0003/69249/s19.doc

### WHAT AWARD CAN I GET?

**Master's Degree**

<table>
<thead>
<tr>
<th>Programme Stage</th>
<th>HE Level</th>
<th>Credits</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught</td>
<td>7</td>
<td>120</td>
<td>66.5</td>
</tr>
<tr>
<td>Dissertation</td>
<td>7</td>
<td>60</td>
<td>33.5</td>
</tr>
</tbody>
</table>

**Post Graduate Diploma:**

<table>
<thead>
<tr>
<th>Programme Stage</th>
<th>HE Level</th>
<th>Credits</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught</td>
<td>7</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

**Postgraduate Certificate:**

To gain a Postgraduate Certificate in Speech Language and Communication you will be required to complete 3 or 4 modules totalling 60 credits. These must include at least two discipline specific modules in the area of Speech Language and Communication. The choice of these modules should be undertaken in consultation with your Programme Director.

<table>
<thead>
<tr>
<th>Programme Stage</th>
<th>HE Level</th>
<th>Credits</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught</td>
<td>7</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>
WHAT WILL I STUDY?

To gain an MSc or PG Dip you will study two core modules, three discipline-specific modules, and two elective modules which may be discipline-specific or generic. Some variations in module choices, where appropriate, will be considered at the discretion of the programme director. If you are part-time, you take on average two modules per term over two years. If you are full-time, you take on average four modules per term over one year.

To gain a PG Cert you will study four 15 credit modules, or one 30 credit module (Introduction to Research Methods and Applied Data Analysis) and three 15 credit modules.

This list of modules below is not binding, as new modules become available from time to time and will be offered if they are appropriate. Similarly, some modules may become obsolete, and will be withdrawn. Some modules are only run every second year so it is important to make your module choice in advance and in close consultation with your programme director. If an elective module has less than a certain number of registered students (typically around 10) it may not run, or may only be offered every second year so please check with your programme director.

You will find your core, discipline-specific and some elective modules listed in the table below. You can see a full list of possible elective modules from the range of MSc programmes offered in the School of Health Sciences at [www.city.ac.uk/health/courses](http://www.city.ac.uk/health/courses). If you wish to take an elective module that is not listed below, please do so in consultation with your programme director.

You are normally required to complete all the taught modules successfully before progressing to the dissertation.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>SITS Code</th>
<th>Module Credits</th>
<th>Core/Discipline-specific core/Elective</th>
<th>Compensation Yes/No</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Research Methods and Applied Data Analysis</td>
<td>HRM001</td>
<td>30</td>
<td>Core</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Critical Approaches to Advanced Practice</td>
<td>APM001</td>
<td>15</td>
<td>Core</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Acquired Language Impairment</td>
<td>HCM001</td>
<td>15</td>
<td>Discipline specific core</td>
<td>No</td>
<td>7</td>
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<tr>
<td>Case-based Clinical Management</td>
<td>HCM021</td>
<td>15</td>
<td>Discipline specific core</td>
<td>No</td>
<td>7</td>
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<tr>
<td>Cognitive Communication Impairments</td>
<td>HCM003</td>
<td>15</td>
<td>Discipline specific core</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Developmental Language Impairment</td>
<td>HCM005</td>
<td>15</td>
<td>Discipline specific core</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Course Title</td>
<td>Code</td>
<td>Credit</td>
<td>Type</td>
<td>Core</td>
<td>Year</td>
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<td>--------</td>
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</tr>
<tr>
<td>Dysphagia and Disorders of Eating and Drinking</td>
<td>HCM007</td>
<td>15</td>
<td>Discipline specific core</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Practical Management of Dysphagia</td>
<td>HCM023</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Habilitative Audiology</td>
<td>HCM009</td>
<td>15</td>
<td>Discipline specific core</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Instrumental Techniques in Speech Sciences</td>
<td>HCM022</td>
<td>15</td>
<td>Discipline specific core</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Language Learning and Development</td>
<td>HCM019</td>
<td>15</td>
<td>Discipline specific core</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Identity, Inclusion and Living with Disability</td>
<td>HCM010</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Work-Based Learning</td>
<td>RCM120</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Leading and Managing Change</td>
<td>HMM008</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Partnership in Practice</td>
<td>NMM002</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Leadership for Practice and Service Delivery</td>
<td>NMM015</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
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<tr>
<td>Child Protection: Working Together Managing Risk and Resilience</td>
<td>NMM400</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
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<tr>
<td>Promoting Child and Adolescent Psychological Development</td>
<td>NMM066</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
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<tr>
<td>Assessing and Understanding Mental Health Problems</td>
<td>APM004</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
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<tr>
<td>Evidence-Based Psychosocial Interventions in Mental Health</td>
<td>APM005</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Contemporary Issues in Mental Health</td>
<td>APM006</td>
<td>15</td>
<td>Elective</td>
<td>No</td>
<td>7</td>
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</tbody>
</table>
Child and Adolescent Mental Health: Early Identification and Assessment  
APM012 15 Elective No 7

Child and Adolescent Mental Health: Therapeutic Approaches and the Evidence Base  
APM013 15 Elective No 7

Managing the Physical, Mental and Emotional Needs of People with Long Term Conditions  
APM016 15 Elective No 7

The dissertation is a core module for completion of the MSc. See the dissertation module and dissertation handbook for more information. You may begin carrying out your dissertation during the year, but you are only able to submit it once you have completed all the taught modules successfully.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>SITS Code</th>
<th>Module Credits</th>
<th>Core/Elective</th>
<th>Compensation Yes/No</th>
<th>Level</th>
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<tbody>
<tr>
<td>Dissertation</td>
<td>APM002</td>
<td>60</td>
<td>Core</td>
<td>No</td>
<td>7</td>
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</tbody>
</table>

TO WHAT KIND OF CAREER MIGHT I GO ON TO?

This programme has been developed to allow you the greatest possible flexibility in developing specialist skills and knowledge at a highly demanding academic and practical level. Successful completion of the MSc fulfils the requirements for advanced higher-grade senior speech and language therapy posts and qualifies you to apply for research posts and to conduct independent research.

If you would like more information on the careers support available at City, please go to: http://www.city.ac.uk/careers/for-students-and-recent-graduates.

WHAT STUDY ABROAD OPTIONS ARE AVAILABLE?

There are no study abroad options available on this programme.

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

N/A

WILL I GET ANY PROFESSIONAL RECOGNITION?
**HOW DO I ENTER THE PROGRAMME?**

The entry requirements are:

- A first or second class honours degree (or equivalent) in an appropriate subject, or the Licentiate Diploma of the Royal College of Speech and Language Therapists

- A satisfactory academic reference and a second satisfactory academic/clinical reference.

- Most applicants will have a clinical (or other) professional qualification, and ideally will have at least one year’s relevant clinical/professional experience.

Where the candidate has less than a second class degree we will consider applications from individuals who have substantial relevant experience (that is, clinical, teaching or other relevant professional experience). This will be at the discretion of the programme director and Associate Dean for Postgraduate Study.

For students whose first language is not English, the following qualifications will meet the English language requirement for entry to a postgraduate course of study:

- A first degree from a UK university
- A first degree from an overseas institution recognised by City as providing adequate evidence of proficiency in the English language, for example, from institutions in Australia, Canada or the USA
- International English Language Testing Service (IELTS) score of 7.0 with no subtest scoring below 6.5.
- Pearson Test of English (Academic) score of 72
- Other evidence of proficiency in the English language which satisfies the Board of Studies concerned.

**RPL Requirements**

In line with Senate Regulation 19, Recognition of Prior Learning (RPL) will be considered for any student who has pursued appropriate studies in this or another institution or who possesses appropriate qualifications. RPL may be claimed for core and elective modules, subject to the following City Assessment Regulations:

9(c)(ii): RPL will be permitted where the Programme Committee has assessed the claim in terms of acceptability, sufficiency, authenticity, currency and level and can demonstrate that the student’s previously assessed or experiential learning meets all the learning outcomes stated in the Module Specification for the module for which they are to be awarded credit.

The volume of credit permissible via RPL will normally be no more than one third of the total credit for the programme, in accordance with the RPL policy of the School of Health Sciences.