



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Athens Metropolitan College
3	Professional body accreditation	
4	Final Award	BSc (Hons)
	Subsidiary exit awards	
5	Programme Title	Logopaedics
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	10
8	Mode of delivery and duration	Two years of full-time study (final two years of a 4-year course)
9	Date of validation/review	April 2010

10. Educational Aims of the programme

The aim of the course is to offer students B.Sc. (Hons.) degree in Logopaedics, providing a high-quality academic and professional qualification that will meet the needs and challenges of the profession in Greece. This is carried out through the extensive tuition and clinical placements, as well as the reinforcement of independent study.

11. Benchmark statements/professional and statutory body requirements covered by the programme

The programme design was based on the professional and educational standards as those are described in the following documents:

- HPC Standards of Proficiency for SLTs
 - HPC Standards of Education and Training
 - QAA Benchmark Statements for SLTs
- Scottish Credit Qualification Framework

12. Learning Outcomes of the Programme

The specific learning outcomes for each module along with learning experiences and assessment patterns are described in the module descriptors in the Course Document. The broad learning objectives of the course are described below:

On successful completion of the B.Sc. (Hons.) in Logopaedics, students will:

- be able to secure, maintain or improve the health and well-being of people with a range of communication and swallowing disorders
- be able to exhibit professional responsibility for clients at a level appropriate to a new graduate and will be aware of when to seek advice from senior colleagues
- appreciate the need for continuing education and training
- have demonstrated personal, intellectual and professional skills, knowledge and understanding of communication disorders, linguistics, phonetics, psychology, biological and medical sciences and research methods, all composing high-standard clinical abilities
- have exhibited skills in integrating theoretical knowledge to clinical practice
- have gained an understanding and skills in using current research outcomes in clinical practice
- be able to use a multidisciplinary approach in clinical practice
- have gained training and exhibited skills in working with other professionals from several related disciplines and the family
- be able to use new technology in speech and language therapy
- developed critical ability, problem-solving and analysis skills
- have been trained in independent and autonomous learning
- be able to test hypotheses and carry out research projects both in the academic and professional context

KNOWLEDGE AND UNDERSTANDING

On successful completion of the B.Sc. (Hons.) in Logopaedics, students will be able to demonstrate knowledge and understanding of:

1. the stages of language development
2. the range of disorders treated by a speech/language therapist (SLT)
3. developmental language disorders and related issues
4. acquired language disorders and related issues
5. topics in linguistics and its significance for the profession of an SLT
6. topics in psychology and specialised disciplines such as abnormal psychology and counselling
7. the methodologies used in scientific research and their application to SLT
8. topics related to neuropathology, its relation to communication and its applications to SLT
9. alternative and augmentative communication systems and their applications
10. topics related to hearing impairment, its assessment and management
11. topics related to voice disorders, their assessment and management
12. topics related to experimental techniques used in the investigation of language
13. topics related to bilingualism and its relation to language abilities and language disorders
14. topics related to fluency disorders, their assessment and management
15. topics related to the assessment and management of acquired dysphagia

INTELLECTUAL SKILLS

On successful completion of the B.Sc. (Hons.) in Logopaedics, students will be able to:

1. relate theoretical knowledge to clinical observation and practice
2. discuss how issues on disciplines of psychology, neurology and linguistics relate to the profession of an SLT
3. evaluate and make decisions regarding the selection of the appropriate research methodology for a specific research topic
4. critically evaluate approaches to assessment and remedy of a range of disorders
5. evaluate efficacy of treatment and act accordingly
6. reflect on personal performance and act accordingly

PRACTICAL SKILLS

On successful completion of the B.Sc. (Hons.) in Logopaedics, students will be able to:

1. demonstrate a range of clinical skills and professionalism in a clinical setting
2. produce and implement a therapy plan appropriate for a variety of client types
3. demonstrate research skills (i.e. plan, design methodology, collect, analyse and present empirical data)
4. demonstrate reading and writing skills in English adequate for reading relevant literature and writing a piece of academic work in English
5. draw a linguistic profile for a variety of client types
6. use selected AAC methods
7. exhibit skills of working in a multi-disciplinary team and decide collaboratively on treatment
8. use findings of psycholinguistic research to inform decisions related to assessment and treatment
9. create materials to enhance learning for students with learning disabilities

TRANSFERABLE SKILLS

On successful completion of the B.Sc. (Hons.) in Logopaedics, students will be able to:

1. evaluate and assess clients' abilities and needs
2. select and perform appropriate statistical analyses depending on specific research topics
3. use a number of software applications such as word processing, statistical software (SPSS, excel)
4. conduct search in electronic resources using electronic search engines of general use – i.e. Google, Yahoo – as well as specialised ones – used in specialised websites (e.g. Ingentaconnect, QMU electronic resources, ASHA etc.)
5. exhibit skills of reaching conclusions in support of or against a theoretical approach based on experimental findings
6. conduct research in the literature and collect background information on a given topic
7. perform an oral presentation using a number of visual aids, e.g. posters, powerpoint software
8. use English terminology related to SLT
9. demonstrate advanced skills of summarising and rephrasing as well as reviewing sources in English
10. construct a CV and develop skills for job interviews

13. Teaching and learning methods and strategies

Lectures, seminars, workshops with invited specialists, group discussions, group tutorials, video presentations, clinical practice and experience in educational and social-care settings.

14. Assessment strategies

Progress tests, written examinations, individual or group oral examinations, essays, group assignments, presentations, case reports, video-based exams, case-based assignments, clinicians' grades, clinical portfolio.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

Level 3 structure – modules and credits

Component	Module Title	Semester	Credits	
Clinical studies	Clinical Theory & Practice III	1+2	40	
	Acquired Neuropathologies of Speech and Language	1	15	
	Hearing Impairment	1	10	
	Voice Disorders	2	10	
Language sciences	First Language Acquisition	1	10	
	Experimental Linguistics and Psycholinguistics	2	10	
	Bilingualism & Second Language Acquisition	2	5	
Behavioural sciences	Investigative Methods	1+2	20	

Level 4 structure – modules and credits

Component	Module Title	Semester	Credits	
Clinical studies	Clinical Theory & Practice IV	1+2	40	
Behavioural sciences	Abnormal Psychology and Counselling	1	10	
Honours Project	Dissertation	1+2	40	
Electives	Specific Learning Disabilities Communication Problems in Autistic Spectrum Disorders Fluency Disorders	1	10+10	
	Augmentative and Alternative Communication			
	Acquired Dysphagia Cognitive Impairments in Adults	2	10	

16. Criteria for admission

Admission to Level 1: N/A

Admission to Level 3 of the programme is subject to the requirements of progression across levels:

- Students who have passed modules rated to a total of 80 or more credits enter Level 3 as full-time students.
- Students who have passed modules rated to a total of 60 or 70 credits continue enter Level 3 as part-time students but may not register for modules rated at more than 70 credits in the next year of study
- Students who have passed modules rated at 50 credits or less are not admitted into Level 3.

17. Support for students and their learning

STUDENT SUPPORT SCHEME

▪ *Course Leader/Coordinator*

The Programme Leader is responsible for the running of the course and the welfare of students, in consultation with all other members of the team. Some of the Course Leader's responsibilities include handling all academic affairs (assessment, planning exams, student academic issues etc.), coordinating staff meetings as well as handling communication with QMU.

▪ *Personal Academic Tutor*

Students are assigned to a tutor at the beginning of the course. Normally two tutorials are offered to students per semester although students are encouraged to see their tutor whenever they encounter difficulties in the theoretical or clinical components of the course.

▪ *Level Tutor and Module Coordinator*

A level tutor is responsible for the running and organisation of courses for that level. A module coordinator is responsible for the appropriate organisation of courses per module and for ensuring the smooth progression of courses within the strand per year. They are also responsible for the smooth running of the timetable and the handing in of assignments on time. Both the tutors and coordinators report to the Course Leader whenever problems are encountered and ensure the smooth running of the courses.

▪ *Clinical Director/Coordinator*

The Clinical Director is responsible for the organisation of the clinical placements of the students. He/she contacts clinicians, provides them with the requirements for each placement and ensures that each student is exposed to a variety of disorders in the four years of study. The Clinical Director also monitors the students' clinical development throughout the four levels, assuring their smooth progression from the beginning till the end of their studies

▪ *Dissertation Committee*

The Dissertation Committee examines the final draft of the dissertations submitted by the students. Its members are responsible for the moderation of the dissertations' final assessments by the two markers. The Dissertation Committee consists of specialists from all subject areas and holds two regular meetings: one at the beginning and one at the end of the academic year, when the topics and the assessments of dissertations are respectively finalised. Specifically, the Dissertation Committee is especially called for the consideration of dissertations for which a consensus on marking by the two examiners has not been reached. Should it be considered necessary, the Dissertation Committee members hold extra meetings throughout the academic year in order to discuss and decide upon any issues arisen.

▪ *Programme Committee*

The Programme Committee consists of the two Level Tutors, the Course Leader and the Clinical Director. Its members hold regular meetings three times a year (at the beginning of the academic year, and then at the end of each semester) to discuss academic and other issues on a general level. Module co-ordinators are also invited to attend the Programme Committee meetings.

▪ *Programme Team*

The Programme Team consists of all module tutors, level tutors, clinical supervisors and programme co-ordinators. Its members meet regularly once a month, on dates determined at the beginning of the academic year. During their meetings, they raise and discuss all possible issues and problems that might have arisen on all levels (i.e. not merely academic ones).

▪ *Student-Staff Consultative Committee*

The Student-Staff Consultative Committee consists of student representatives (2 from each level), the two level tutors, the Course Leader and the Clinical Director. Its members hold regular meetings at the beginning of each semester.

▪ *Dissertation Supervisors*

Towards the end of Level 3, students are assigned two supervisors for their dissertation. The supervisors advise the student at the different phases of carrying out their research projects, i.e. writing up of a proposal, conducting a pilot study, methodology, discussion of data, writing up, and comment on drafts and provide feedback to the student. The supervisors can represent any related discipline (depending on the dissertation topic). Each student is entitled to five meetings per year with their project supervisors. Further details on the supervision process are available in the *Dissertation Guide*.

TEACHING AND LEARNING RESOURCES

Teaching facilities

The space is distributed as follows in the Maroussi campus:

- 1 library and adjoining reading room and internet access area

- 2 specialised clinical practice laboratories (for Logopaedics students)
- 2 computer engineering laboratory (for Computer Engineering students)
- 2 computer laboratories
- 3 offices for staff and administrators
- 1 board room for staff meetings
- 1 large auditorium (capacity 200 students)
- 8 large teaching rooms that seat between 25 & 30 students each
- 1 students' coffee lounge

The computer labs are equipped with state-of-the-art computers (35 PCs in total) with the following characteristics:

Hardware information:

Pentium 4 3.4 GHz

1GB RAM

HDD 160GB SATA II

DVD RW 16x

VGA NVIDIA 6600 256MB

TFT monitor 17"

Software information

All computers are equipped with all necessary software applications (e.g. application development packages, database development packages, CASE Tools, multimedia development applications etc.) and a high-speed internet connection.

Library resources

AMC houses one library and one study room, which are located on campus. The library is stocked with a large variety of books, journals, magazines, newspapers and reference reading material in relation to the programmes offered by the College. Students may borrow a number of books from the library for study purposes.

The stock of the library is currently designed principally to meet the specific needs of the courses currently offered. Thus it cannot properly be compared to a full library in an established British tertiary education institution. There are considerable short-comings in the areas of general literature and there is limited provision of academic journals and periodicals. However, serious attempts are being made towards the enrichment of the library stock, so that students can have substantial learning support from library material on campus.

Specialist Resources: Clinical lab, assessment tools and Specialised software

The clinical lab is especially designed for clinical observation. It is divided into two rooms separated by an one-way mirror; a therapy-room, equipped with all necessary facilities to accommodate children or adult patients, and the observation room, designed to accommodate 25 students.

A number of specialist resources such as professional tests, audio/visual equipment, and relevant educational material are available to teaching staff and students in order to support the needs of the programme.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>

Where the QA arrangements differ from standard QMU procedures, include that information here.