

# CURRICULUM

Valid from academic year 2023-2024

<b>Faculty:</b>	<b>Faculty of Sociology and Psychology</b>
<b>Undergraduate studies:</b>	Master's degree
<b>Name of the undergraduate degree programme:</b>	Specific language and communication therapies
<b>Name of the qualification<sup>1</sup> acquired on completion of the study programme:</b>	Specialist in language and communication therapy
<b>Title awarded:</b>	Master of Educational Sciences
<b>Duration of studies (in years):</b>	2
<b>Number of credits (ECTS):</b>	120
<b>Education form<sup>2</sup>:</b>	Full-time education (IF)
<b>Teaching language:</b>	Romanian
<b>Geographical location of studies:</b>	Timisoara
<b>Classification of the study programme in fields of science</b>	
<b>Fundamental field:</b>	Social sciences
<b>Branch of science:</b>	Psychology and behavioral sciences
<b>Undergraduate field of study:</b>	Educational sciences
<b>Name of the <u>broad</u> field of study (according to DL-ISCED F-2013):</b>	01 - Educational sciences
<b>Name of the <u>narrow</u> field of study (according to DR-ISCED F-2013):</b>	01 - Educational sciences
<b>Name of the <u>detailed</u> field of study (according to DDS-ISCED F-2013):</b>	001 - Educational sciences

<sup>1</sup> *Qualification* is the formal outcome of an assessment and validation process, which is obtained when a competent body/authority determines that a person has achieved learning outcomes corresponding to pre-established standards. Qualifications acquired by graduates of higher education study programmes are attested by diplomas, certificates and other academic documents issued only by accredited higher education institutions.

<sup>2</sup> Full-time education (IF), part-time education (IFR) or distance learning (ID)

# OVERVIEW OF THE UNIVERSITY STUDIES PROGRAMME

## 1. Mission of the study programme<sup>3</sup>

The mission of the Master's degree programme *Specific Language and Communication Therapies* is in line with the mission of the West University of Timisoara, which is to specialize professionals, psychologists in the specializations of special education psychology and educational psychology, able to identify specific language and communication disorders in diverse groups and to carry out specific interventions, based on scientific practices, to improve them.

## 2. Competences and expected learning outcomes formed in the study programme

### A. COMPETENCES<sup>4</sup>

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<sup>3</sup> The mission and objectives of the degree programme are in line with the mission of the West University of Timisoara and the requirements identified on the labour market.

According to [University Charter](#) (Article 5), the **general mission of UVT is advanced scientific research and education, generating and transferring knowledge to society** through:

- a) scientific research, development, innovation and technology transfer, through individual and collective creation, in the fields of science, engineering, literature and the arts, by ensuring physical and sports performance and development, and the exploitation and dissemination of their results;
- b) initial and continuing training at university level, with a view to personal development, the professional integration of the individual and meeting the skills needs of the socio-economic environment.

UVT assumes its mission as a catalyst for the development of Romanian society by creating an innovative and participatory environment for scientific research, learning, cultural-artistic creation and sports performance, transferring skills and knowledge to the community through the education, research and consultancy services it offers to partners in the economic and socio-cultural environment.

The realisation of the UVT mission is concretised in (*Article 6 of the UVT Charter*):

- promoting scientific research, literary and artistic creation and sporting performance;
- initial and continuous training of qualified and highly qualified human resources;
- development of critical thinking and creative potential of members of the university community;
- creating, storing and spreading the values of human culture and civilisation;
- promoting multicultural, multilingual and interfaith interference;
- the affirmation of Romanian culture and science in the world circuit of values;
- the development of Romanian society within the framework of a free and democratic state governed by the rule of law.

<sup>4</sup> *Competence* is the proven ability to select, combine and use appropriately personal, social and/or methodological knowledge, skills and abilities and other acquisitions consisting of values and attitudes, for the successful resolution of a given category of work or learning situations and for professional or personal development in an effective and efficient manner.

### **Key competences<sup>5</sup>:**

- Linguistic competences
- Competences in science and technology
- Personal, social and learning to learn competences
- Civic competences
- Entrepreneurial competences
- Cultural awareness and expression competences

### **Professional competences<sup>6</sup>:**

- Conducting and critically reviewing assessments of language impairment with the aim of designing specific remedial measures based on targeted therapies and educational measures.
- Implementation and management of specific interventions according to the symptoms and the particular characteristics of language and communication development.
- Planning and implementation of prevention and specific intervention programmes for children and adults with language disorders.
- Counseling and emotional support for people with language disorders and their families.
- Supervision and management of interdisciplinary psycho-pedagogical intervention teams.
- Conducting empirical, interdisciplinary research in the field of language and communication therapy.

### **Cross competences<sup>7</sup>:**

#### a) Personal competences:

- Ability to filter information and establish its veracity
- Ability to analyze and make decisions responsibly, to think critically and innovatively
- Emotion management/emotional intelligence

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<sup>5</sup> *Key competences for lifelong learning* are those competences that all citizens need for personal fulfilment and development, employment, social inclusion and active citizenship, and are developed in the perspective of lifelong learning, from early childhood and throughout adult life, through formal, non-formal and informal learning.

<sup>6</sup> *Professional competences* is the ability to perform the activities required in the workplace to the quality level specified in the occupational standard. They are acquired formally, i.e. by completing a programme organised by an accredited institution.

<sup>7</sup> *Cross-competences* represent value and attitudinal acquisitions that go beyond a specific field/programme of study and are expressed through the following descriptors: autonomy and responsibility, social interaction, personal and professional development.

- b) Interpersonal competences:
  - Managerial
  - Communication
  - Teamwork and collaboration
  
- c) Global citizenship competences:
  - Tolerance and respect for diversity
  - Social responsibility

## B. EXPECTED LEARNING OUTCOMES<sup>8</sup>

a) **Knowledge**<sup>9</sup> - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 7 of qualification**, corresponding to Master's degree studies, involve *advanced knowledge in a field of work or study involving critical understanding of theories and principles*:

- TSLCRC1. Know and critically analyze methods, techniques and procedures of language assessment based on current technical and theoretical developments.
- TSLCRC2. To justify the methodological choices made in selecting and applying the most appropriate

current theories in the field of language and communication therapy;

- TSLCRC3. To choose (differentiate) the most appropriate methodological solutions for specific language therapy interventions, depending on the specific symptomatology;
- TSLCRC4. To theoretically ground therapeutic practice carried out in various contexts;
- TSLCRC5. To take a critical stance towards a therapeutic philosophy applicable to the management of specific interventions;
- TSLCRC6. Advanced knowledge of educational research methodology.

b) **Skills**<sup>10</sup> - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 7 of qualification**, corresponding to Master's degree studies, involve *advanced skills, demonstrating control and innovation, required to solve complex and unpredictable problems in a specialized field of work or study*:

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<sup>8</sup> *Learning outcomes* are statements that refer to what a learner knows, understands and is able to do at the end of a learning process and are defined as knowledge, skills, responsibility and autonomy.

<sup>9</sup> *Knowledge* is the result of assimilating information through learning. Knowledge is the body of facts, principles, theories and practices related to a particular field of work or study. Knowledge is described as theoretical and/or factual. Knowledge is expressed through the following descriptors: knowledge, understanding and use of specific language, explanation and interpretation.

<sup>10</sup> *Skill* is the ability to apply and use knowledge to accomplish tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). Skills are expressed by the following descriptors: application, transfer and problem solving, critical and constructive reflection, creativity and innovation.

- TSLCRA1. To apply screening tests and assessment of language and communication development;
- TSLCRA2. To coordinate the interdisciplinary intervention team aiming to optimize language and communication;
- TSLCRA3. To identify useful intervention solutions according to the characteristics of the subjects and the specifics of the language disorder;
- TSLCRA4. To create individualized speech therapy interventions based on educational and clinical research.
- TSLCRA5. To propose complex preventive intervention and personal development programmes for its beneficiaries (pupils, teachers, parents, adults).
- TSLCRA6. To implement school or clinical speech therapy intervention programs based on scientifically validated intervention techniques and protocols.
- TSLCRA7. To coordinate and supervise the implementation of the speech therapy intervention in the integrated school;
- TSLCRA8. To coordinate interdisciplinary teams of psycho-pedagogical intervention, having the role of case manager.
- TSLCRA9. To apply specific tests and tools to identify different speech, voice, verbal or written-reading language disorders;
- TSLCRA10. To develop language development programmes for subjects with various neurological disorders or disabilities;
- TSLCRA11. To conduct educational and clinical research with transferable results in the school community;
- TSLCRA12. To test the effectiveness of educational and therapeutic interventions through empirical research.

**c) Responsibility and autonomy<sup>11</sup>** - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 7 of the qualification**, corresponding to Master's degree studies, involve *managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study situations and taking responsibility for managing the professional development of individuals and groups*:

- TSLCRAR1. To respect the professional status and the code of ethics of the psychology profession in the specializations of educational psychology and special psychology;
- TSLCRAR2. To respect the legislation in force on school inclusion, the rights of people with disabilities, the right to quality education;
- TSLCRAR3. To manage effectively and ethically risk situations that may arise in language and communication therapy;
- TSLCRAR4. To be accountable for therapeutic intervention decisions and actions made, by being aware of the major impact of his/her actions on the clients' development;

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<sup>11</sup> *Responsibility and autonomy* means the learner's ability to apply his/her knowledge and skills autonomously and responsibly.

- TSLCRAR5. To manage effectively and for the best interests of the child/client the intervention teams of which he/she is part;
- TSLCRAR6. To respect the ethics of clinical and educational research.

### **3. Occupations that can be practiced on the labor market**

- *Psychologist specializing in Educational Psychology, School and Vocational Counselling - COR code 263407*
- *Psychologist specializing in Special Education - COR code 263408*
- *Educational psychologist - COR code 263412*
- *Research assistant in special educational psychologist - COR code 263417*

### **4. Providing flexible learning pathways within the study programme**

Flexibility in the study programme is provided through optional subjects and facultative subjects. The Master's degree programme *Specific Language and Communication Therapies* proposes 6 optional subjects, grouped in three packages in semesters 1, 3 and 4 of study. The students can choose one of two subjects for each package.

Every semester students can opt for the optional subject Volunteering, which is conducive to increasing social responsibility and cross competences.

### **5. Professional activity and student assessment**

The rights, obligations and conditions for the professional activity of students at the West University of Timisoara are regulated by the *Code of Students' Rights and Obligations and the Regulation on the professional activity of students in undergraduate and master's degree courses at the West University of Timisoara*, approved by the Senate of the West University of Timisoara.

The form and methods of evaluation/examination for each subject in the curriculum are set out in the subject descriptions.

### **6. Final examination**

In accordance with the Regulations on the organization and conduct of the examinations for the completion of undergraduate and master's degree studies at the West University of Timisoara, approved by the UVT Senate, the examination for the completion of master's degree studies in any master's degree programme organized at UVT consists of a dissertation examination, for which 10 credits are awarded.

The topics and bibliography corresponding to the final exams are published on the website of each faculty and/or on the UVT website before the beginning of each academic year.

Registration for the final examination is subject to the student's choice of the subject of the final thesis within 60 days of the beginning of academic year of the final year of study.

Submission of the final version of the final paper on the e-learning platform must be achieved at least 5 working days before the scheduled starting date of the exam.

Each graduation thesis will be accompanied, at the time of submission, by the Similarity Report resulting from the verification of originality of the graduation thesis through a specialized software on the UVT e-learning platform.

According to the structure of the academic year, at UVT the final exams for the completion of the university studies can be organized in 3 sessions, usually in July, September and February.

## 7. Preparation for the teaching profession (*if applicable*)

The students wishing to opt for a teaching career in pre-university education must also complete the *Psycho-pedagogical Training Programme* (complementary to the present study programme) in order to certify their competences for the teaching profession and obtain the Certificate of Completion of this programme. In the West University of Timisoara, this programme is organized through the Department for the Preparation of Teaching Staff (DPPD) and can be followed in parallel with university studies or in a postgraduate regime. For more information, go to the link: <https://dppd.uvt.ro>.

# LIST OF SUBJECTS STUDIED, GROUPED BY YEAR AND SEMESTER OF STUDY

## Year of study I Academic year 2023-2024

It. no.	Subject	C1	C2	Subject code	Semester I				No. of credits	Semester II				No. of credits
					Number of hours/week					Number of hours/week				
					C	S	L	P		C	S	L	P	
1.	Introduction to phonetics and phonology	DSi	DO	SETSLC101	2	1			6					
2.	Neurophysiology and neuro-pathophysiology of language	DSi	DO	SETSLC102	2	1			6					
3.	Assessment of language and communication development	DA	DO	SETSLC103	2	2			7					
4.	Mime-gesture language	DA	DO	SETSLC104			2		3					
5.	Research ethics	DA	DO	SETSLC105	1				3					
6.	Introduction to Linguistic Anthropology	DA	DOP	SETSLC106	2	1			5					
7.	Use of ICT in language study and therapy	Da	DOP	SETSLC107										



8.	Normal and atypical language development profiles	DA	DO	SETSLC108						2	2			7
9.	Assessment of speech disorders	DA	DO	SETSLC109						2	1			6
10.	Therapy of pronunciation disorders	DA	DO	SETSLC1010						2	2			7
11.	Educational audiology and assessment of sensory disorders	DA	DO	SETSLC1011						2	1			6
12.	Specialist practice	DSi	DO	SETSLC1012									2	4
<b>Total</b>					9	5	2			8	6		2	
<b>Total teaching hours per week</b>					16				16					

### Elective subjects

It. no.	Subject	C1	C2	Subject code	Semester I				Number of credits	Semester II				Number of credits
					Number of hours/week					Number of hours/week				
					C	S	L	P		C	S	L	P	
1.	Volunteering		DFAC	SETSLCF1			2		2					
2.	Volunteering		DFAC	SETSLCF2							2			2

## Year of study II

### Academic year 2024-2025

It. no.	Subject	C1	C2	Subject code	Semester I				No. of credits	Semester II				No. of credits
					Number of hours/week					Number of hours/week				
					C	S	L	P		C	S	L	P	
1.	Alternative and augmentative methods of communication	DA	DO	SETSLC201	1	2			6					
2.	Specifics of language development and communication therapy in TSA	DA	DO	SETSLC202	2	1			6					
3.	Research methods in language and communication disorders	DSi	DO	SETSLC203	2	2			7					
4.	Management of language disorder therapy	DA	DO	SETSLC204	1	2			5					
5.	Practical internship in speech therapy	DSi	DO	SETSLC205				2	3					



6.	Cognitive-behavioral therapy of rhythm and fluency disorders	DA	DOP	SETSLC206	1	1			3					
7.	Specific interventions in voice disorders	DA	DOP	SETSLC207										
9.	Assessment and therapy of language and neurological disorders	DA	DO	SETSLC208						2	1			7
8.	Assessment and therapy for dyslexia and dysgraphia	DA	DO	SETSLC209						2	2			8
10.	Psychological intervention for special groups	DA	DO	SETSLC2010						2	1			7
11.	Practice of dissertation	DSi	DO	SETSLC2011								3		3
12.	Content-inclusive literacy development	DSi	DOP	SETSLC2012						1	2			5
13.	Counseling people with language disorders	DSi	DOP	SETSLC2013										
<b>Total</b>					7	8		2	30	7	6	3		30
<b>Total teaching hours per week</b>					17				16					

### Elective subjects

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II				Number of credits	
					Number of hours/week				Number of credits	Number of hours/week				
					C	S	L	P		C	S	L		P
1.	Volunteering		DFAC	SETSLCF3			2		2					
2.	Volunteering		DFAC	SETSLCF4							2			2

## GENERAL ASSESSMENT I (by content criterion)

It. no.	Subject type	Total number of hours				Total		Provision for specific ARACIS standards
		1st year		2nd year		Hours	% of total	
		Course	S/L	Course	S/L			
1.	Compulsory (required)	182	154	154	140	630	69,23%	60-70%
2.	Elective	56	56	42	126	280	30,77%	25-30%
<b>TOTAL</b>		<b>238</b>	<b>210</b>	<b>196</b>	<b>266</b>	<b>910</b>	<b>100%</b>	

## GENERAL ASSESSMENT II

(according to the mandatory criterion)

It. no.	Subject type	Total number of hours				Total		Provision for specific ARACIS standards
		1st year		2nd year		Hours	% of total	
		Curs	S/L	Curs	S/L			
1	Mandatory	224	196	168	224	812	89%	Not foreseen
2	Elective	14	14	28	42	98	11%	Not foreseen
3	Optional		56		56	112		<i>Not included in the calculation of totals</i>
<b>TOTAL</b>		<b>238</b>	<b>210</b>	<b>196</b>	<b>266</b>	<b>910</b>		

Responsible for the study program,  
Assoc. Prof. PhD. Ioana DÂRJAN

Head of Department,  
Assoc. Prof. PhD. Claudia BORCA

Dean,  
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Rector,  
Univ. prof. PhD. Marilen Gabriel PIRTEA



## CORRELATION BETWEEN COMPETENCES, EXPECTED LEARNING OUTCOMES AND SUBJECTS STUDIED

### Correlating the expected learning outcomes to studied subjects - Year 1

Expected learning outcomes	Introduction to phonetics and phonology	Neurophysiology and neuro-pathophysiology of language	Assessment of language and communication development	Mime-gesture language	Research ethics	Introduction to Linguistic Anthropology	Use of ICT in language study and therapy	Normal and atypical language development profiles	Assessment of speech disorders	Therapy of pronunciation disorders	Educational audiology and assessment of sensory disorders	Specialist practice	Volunteering
<b>Knowledge</b>													
Know and critically analyze methods, techniques and procedures of language assessment based on current technical and theoretical developments.		X	X			X		X	X		X	X	
Argue the methodological choices made in selecting and applying the most current theories in the field of language and communication therapy.						X		X	X	X	X		
To choose (differentiate) the most appropriate methodological solutions for specific language therapy interventions, depending on the specific symptomatology.	X			X						X			
To theoretically ground therapeutic practice carried out in various contexts.	X	X	X	X			X		X	X		X	
To take a critical stance towards a therapeutic philosophy applicable to the management of specific interventions;	X	X	X			X							
Advanced knowledge of educational research methodology.							X						
<b>Skills</b>													
To apply screening tests and assessment of language and communication development;	X		X			X		X	X				
To coordinate the interdisciplinary intervention team aiming to optimize language and communication;						X				X			
To identify useful intervention solutions according to the characteristics of the subjects and the specifics of the language disorder;	X	X	X			X		X		X			
Create individualized speech therapy interventions based on educational and clinical research.	X					X				X			
To propose complex preventive intervention and personal development programmes for its beneficiaries (pupils, teachers, parents, adults).						X				X			

<b>Expected learning outcomes</b>	<b>Introduction to phonetics and phonology</b>	<b>Neurophysiology and neuro-pathophysiology of language</b>	<b>Assessment of language and communication development</b>	<b>Mime-gesture language</b>	<b>Research ethics</b>	<b>Introduction to Linguistic Anthropology</b>	<b>Use of ICT in language study and therapy</b>	<b>Normal and atypical language development profiles</b>	<b>Assessment of speech disorders</b>	<b>Therapy of pronunciation disorders</b>	<b>Educational audiology and assessment of sensory disorders</b>	<b>Specialist practice</b>	<b>Volunteering</b>
To implement school or clinical speech therapy intervention programs based on scientifically validated intervention techniques and protocols.										X	X		
To coordinate and supervise the implementation of speech and language therapy intervention in the integrated school.										X	X		
To coordinate interdisciplinary teams of psycho-pedagogical intervention, having the role of case manager.											X		
Apply specific tests and tools to identify different speech, voice, verbal or written-reading language disorders.	X		X	X	X				X		X	X	
To develop language development programmes for subjects with various neurological disorders or disabilities.				X			X			X	X	X	
Conduct educational and clinical research with transferable results in the school community.			X		X		X		X				
To test the effectiveness of educational and therapeutic interventions through empirical research.					X		X			X			
<b>Responsibility and autonomy</b>													
To respect the professional status and the code of ethics of the psychology profession in the specializations of educational psychology and special psychology.	X	X	X	X	X	X	X	X	X	X		X	
Respect the legislation in force on school inclusion, the rights of people with disabilities, the right to quality education.			X	X	X			X			X	X	
Manage effectively and ethically risk situations that may arise in language and communication therapy.	X			X	X				X	X	X		
To be accountable for therapeutic intervention decisions and actions made, by being aware of the major impact of his/her actions on the clients' development.	X				X					X	X		
To manage effectively and for the best interests of the child/client the intervention teams of which he/she is part.			X		X				X	X			
To respect the ethics of clinical and educational research.		X	X		X	X	X						

### Correlating the expected learning outcomes to studied subjects - Year 2

Expected learning outcomes	Alternative and augmentative methods of communication	Specifics of language development and communication therapy in	Research methods in language and communication disorders	Management of language disorder therapy	Practical internship in speech therapy	Cognitive-behavioral therapy of rhythm and fluency disorders	Specific interventions in voice disorders	Assessment and therapy of language and neurological disorders	Assessment and therapy for dyslexia and dysgraphia	Psychological intervention for special groups	Practice of dissertation	Content-inclusive literacy development	Counseling people with language disorders	Volunteering
<b>Knowledge</b>														
Know and critically analyze methods, techniques and procedures of language assessment based on current technical and theoretical developments.		X	X	X	X	X		X	X				X	
Argue the methodological choices made in selecting and applying the most current theories in the field of language and communication therapy.	X	X		X		X	X	X	X			X	X	
To choose (differentiate) the most appropriate methodological solutions for specific language therapy interventions, depending on the specific symptomatology.	X			X		X	X				X	X	X	
To theoretically ground therapeutic practice carried out in various contexts.	X				X		X	X	X		X	X		
To take a critical stance towards a therapeutic philosophy applicable to the management of specific interventions;			X							X				
Advanced knowledge of educational research methodology.			X								X	X		
<b>Skills</b>														
To apply screening tests and assessment of language and communication development;			X					X	X					
To coordinate the interdisciplinary intervention team aiming to optimize language and communication;				X								X		
To identify useful intervention solutions according to the characteristics of the subjects and the specifics of the language disorder;	X	X	X	X		X	X	X	X		X			
Create individualized speech therapy interventions based on educational and clinical research.	X	X				X	X	X	X		X			
To propose complex preventive intervention and personal development programmes for its beneficiaries (pupils, teachers, parents, adults).	X	X		X		X	X	X	X	X			X	
To implement school or clinical speech therapy intervention programs based on scientifically validated intervention techniques and protocols.	X					X	X	X			X	X	X	

<b>Expected learning outcomes</b>	<b>Alternative and augmentative methods of communication</b>	<b>Specifics of language development and communication therapy in</b>	<b>Research methods in language and communication disorders</b>	<b>Management of language disorder therapy</b>	<b>Practical internship in speech therapy</b>	<b>Cognitive-behavioral therapy of rhythm and fluency disorders</b>	<b>Specific interventions in voice disorders</b>	<b>Assessment and therapy of language and neurological disorders</b>	<b>Assessment and therapy for dyslexia and dysgraphia</b>	<b>Psychological intervention for special groups</b>	<b>Practice of dissertation</b>	<b>Content-inclusive literacy development</b>	<b>Counseling people with language disorders</b>	<b>Volunteering</b>
To coordinate and supervise the implementation of speech and language therapy intervention in the integrated school.				X			X		X	X				
To coordinate interdisciplinary teams of psycho-pedagogical intervention, having the role of case manager.				X						X		X		
Apply specific tests and tools to identify different speech, voice, verbal or written-reading language disorders.					X	X		X	X	X	X			
To develop language development programmes for subjects with various neurological disorders or disabilities.					X		X	X				X		
Conduct educational and clinical research with transferable results in the school community.			X								X			
To test the effectiveness of educational and therapeutic interventions through empirical research.			X							X	X			
<b>Responsibility and autonomy</b>														
To respect the professional status and the code of ethics of the psychology profession in the specializations of educational psychology and special psychology.		X	X		X	X	X	X	X	X	X	X	X	
Respect the legislation in force on school inclusion, the rights of people with disabilities, the right to quality education.	X	X		X	X							X	X	
Manage effectively and ethically risk situations that may arise in language and communication therapy.	X			X		X	X	X	X					
To be accountable for therapeutic intervention decisions and actions made, by being aware of the major impact of his/her actions on the clients' development.				X		X	X			X		X		
To manage effectively and for the best interests of the child/client the intervention teams of which he/she is part.			X	X						X	X			
To respect the ethics of clinical and educational research.							X	X	X	X	X			



### Correlation of expected learning outcomes to key, professional and transversal competences

Expected learning outcomes	Key competences					Professional competences						Cross competences								
	Linguistic competences	Competences in science and technology	Personal, social and learning to learn competences	Civic competences	Entrepreneurial competences	Cultural awareness and expression competences	Conducting and critically reviewing assessments of language impairment with the aim of designing specific remedial measures based on targeted therapies and educational measures.	Implementation and management of specific interventions according to the symptoms and the particular characteristics of language and communication disorders.	Planning and implementation of prevention and specific intervention programmes for children and adults with language disorders.	Counseling and emotional support for people with language disorders and their families.	Supervision and management of interdisciplinary psycho-pedagogical intervention teams.	Conducting empirical, interdisciplinary research in the field of language and communication therapy.	Ability to filter information and establish its veracity	Ability to analyze and make decisions responsibly, to think critically and innovatively.	Emotion management/emotional intelligence	Managerial	Communication	Teamwork and collaboration	Tolerance and respect for diversity	Social responsibility
<b>Knowledge</b>																				
Know and critically analyze methods, techniques and procedures of language assessment based on current technical and theoretical developments.	X	X				X	X	X			X	X	X	X			X	X	X	X
Argue the methodological choices made in selecting and applying the most current theories in the field of language and communication therapy.	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
To choose (differentiate) the most appropriate methodological solutions for specific language therapy interventions, depending on the specific symptomatology;	X	X			X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
To theoretically ground therapeutic practice carried out in various contexts.	X		X		X	X		X	X	X	X	X	X	X		X	X	X	X	X
To take a critical stance towards a therapeutic philosophy applicable to the management of specific interventions;	X		X	X		X		X	X			X	X		X		X	X	X	X

Expected learning outcomes	Key competences					Professional competences						Cross competences							
	Linguistic competences	Competences in science and technology	Personal, social and learning to learn competences	Civic competences	Entrepreneurial competences	Cultural awareness and expression competences	Conducting and critically reviewing assessments of language impairment with the aim of designing specific remedial measures based on targeted therapies and educational measures.	Implementation and management of specific interventions according to the symptoms and the particular characteristics of language and communication disorders.	Planning and implementation of prevention and specific intervention programmes for children and adults with language disorders.	Counseling and emotional support for people with language disorders and their families.	Supervision and management of interdisciplinary psycho-pedagogical intervention teams.	Conducting empirical, interdisciplinary research in the field of language and communication therapy.	Ability to filter information and establish its veracity	Ability to analyze and make decisions responsibly, to think critically and innovatively.	Emotion management/emotional intelligence	Managerial	Communication	Teamwork and collaboration	Tolerance and respect for diversity
Advanced knowledge of educational research methodology.	x	x				x					x	x				x		x	x
<b>Skills</b>																			
To apply screening tests and assessment of language and communication development;	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
To coordinate the interdisciplinary intervention team aiming to optimize language and communication;		x	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x
To identify useful intervention solutions according to the characteristics of the subjects and the specifics of the language disorder;		x	x			x	x	x	x	x		x	x		x	x	x	x	x
Create individualized speech therapy interventions based on educational and clinical research.	x	x	x		x	x	x	x	x	x		x		x	x	x	x	x	x
To propose complex preventive intervention and personal development programmes for its beneficiaries (pupils, teachers, parents, adults).	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
To implement school or clinical speech therapy intervention programs based on scientifically validated intervention techniques and protocols.	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

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To coordinate and supervise the implementation of speech and language therapy intervention in the integrated school.	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X
To coordinate interdisciplinary teams of psycho-pedagogical intervention, having the role of case manager.	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Apply specific tests and tools to identify different speech, voice, verbal or written-reading language disorders.	X	X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X
To develop language development programmes for subjects with various neurological disorders or disabilities.	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Conduct educational and clinical research with transferable results in the school community.	X	X		X		X	X				X	X	X			X	X	X	X	X
To test the effectiveness of educational and therapeutic interventions through empirical research.	X	X		X		X	XX		X	X	X	X	X	X	X	X	X	X	X	X
<b>Responsibility and autonomy</b>																				

Expected learning outcomes	Key competences					Professional competences							Cross competences							
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To respect the professional status and the code of ethics of the psychology profession in the specializations of educational psychology and special psychology.	X		X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X
Respect the legislation in force on school inclusion, the rights of people with disabilities, the right to quality education.			X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X
Manage effectively and ethically risk situations that may arise in language and communication therapy.	X		X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X
To be accountable for therapeutic intervention decisions and actions made, by being aware of the major impact of his/her actions on the clients' development.			X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X
To manage effectively and for the best interests of the child/client the intervention teams of which he/she is part.	X		X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X
To respect the ethics of clinical and educational research.	X		X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X