Speech and Language Therapy at UCL Transcript

**Rachel Rees**
All students start off on this course because they want to qualify speech and language therapists. So students here at UCL are prepared to collaborate with other students and have above average communication and interaction skills with other people and empathy for other people.

**Kate Britten**
My name's Kate, I'm a final year student on a speech and language science Master's at UCL. It's a fantastic environment here at UCL, the learning opportunities are brilliant. I think the support that you get from both staff, but also from your peers here, is is fantastic.

**Alisa Boston**
My name’s Ali and I'm a student here on the masters in speech and language sciences at UCL. This course prepares us for having a collaborative mind set. So this means that our learning is deeper because not only are our ideas challenged by our peers but they’re also reinforced where we're on the right track.

**Kate Britten**

While we're on this course, we also are sent on clinical placements. These placements give us a really good opportunity to find out what it's like to actually be a speech and language therapist. This is when we'll actually be working with people who have speech language and communication and swallowing difficulties in the real world, really delivering therapy.

**Alisa Boston**
They could be in a number of different places. They could be school space, in nurseries, health centres, children's centres. This is great for us because it means that our theoretical learning isn't in any way separate from seeing service users accessing the kind of provision that supports them.

**Kate Britten**
And one of the major components of the of the masters at UCL is our research project. It can be something to do with children or it can be work with adults, it can be communication, it can be swallowing, there's a huge range of opportunities.

**Kate Britten**

So which one goes best with that one?

**Adult Client**
Fish?

**Kate Britten**

Yeah, that's right.

**Kate Britten**

They're real research projects are contributing to the evidence base, and they're contributing to a broader picture of what speech and language therapy can contribute.

**Alisa Boston**
One of the reasons why I decided to come to UCL was because we get exposed to lecturers who are really at the cutting edge of their area of interest.

**Anna Volkmer**
UCL trained clinicians are really respected within the speech and language therapy community. And I think it's the understanding not only of our clinical skills, but of our academic underpinning that UCL gives you.

**Steven Bloch**
Students can see that academics here in the department are being able to integrate their research ideas with clinical practice. So every time I observe something in the research work that I'm doing I’m able to get it up there and show the students and say “this is what we're looking at at the moment”. “What do you think of this?” A big selling point of our module is the fact that we invite world experts to, not just teach, but really engage the students and infuse about the learning.

**Anna Sowerbutts**
I think I use the skills I learned at UCL all the time in my job. It really prepared me for not just the theoretical things that I would need. Things like transcribing phonetic speech and analysing linguistic structures, but also the kind of the day to day problems that you encounter in a job. So things like prioritising caseloads and managing the expectations of parents and teachers.

**Kate Britten**

Being based in London is fantastic. It's a great thriving multicultural city. We've got access to brilliant placement opportunities. So for example, placements at Great Ormond Street at the National Hospital for neurology, which is based just around the corner.

**Alisa Boston**
The library is a key resource here at Chandler House. It’s actually the national centre for information for speech and language. One of the really crucial aspects of the collection are the assessments. They allow students to familiarise themselves with the procedures and the protocols so that we're ready to hit the ground running when we get on placement.

**Mahie Sumathipala**
It's always good to involve the students because then you feel valued and it becomes a joint effort in progressing the programme.

**Abigail Songhurst**

We have a role in making changes so that we get the best of our learning here at UCL.