



Faculty of Education
and Human Development
教育及人類發展學院



Department of
**Special Education
& Counselling**
特殊教育與輔導學系



香港教育大學
The Education University
of Hong Kong

Bachelor of Science (honours) in Speech Pathology and Rehabilitation (BScSPR)

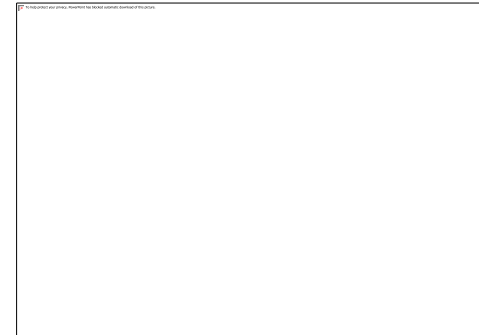
言語病理學及復康
(榮譽)理學士課程





香港教育大學

The Education University
of Hong Kong





- ✓ Master of Science in **Educational Speech-Language Pathology** and **Learning Disabilities** [教育言語及語言病理學暨學習障礙理學碩士課程 (MScESLPLD)] is one of the first MSc speech-language pathology programmes in Hong Kong since 2013
- ✓ The first Hong Kong SLP programme accredited by the Hong Kong Institute of Speech Therapists.
- ✓ Graduated the **10th cohort & >400 speech therapists**. Graduates work in Hong Kong, Singapore, UK, Canada, Australia, and Thailand



Major Scope of Practice of Speech-Language Pathologists / Speech Therapists

- Screen, diagnose, intervene, consult and support the needs of clients and their caregivers on differences, challenges and disorders in -
 - **Speech**
 - **Language & Literacy**
 - **Hearing**
 - **Communication**
 - **Cognition**
 - **Learning**
 - **Feeding**
 - **Swallowing**



Speech therapists work with clients across the lifespan who has

- **Speech Sound Disorders** (Speech Delay, Speech Deviance, Lispings, Phonological Disorder, oral anomalies – dental malocclusion, cleft lip /palate, macroglossia, oral motor dysfunction)
- **Motor Speech Disorders** (Dysarthria, Apraxia of Speech)
- **Fluency Disorders** (Stuttering and Cluttering)
- **Voice Disorders** (Vocal Fold Pathology, Functional Voice Problem, Tracheal Stenosis) & Professional Voice Use
- **Resonance Disorders** (Cleft lip & palate, Hearing Impairments, Motor Speech Disorders, Velopharyngeal Insufficiency/ Incompetence)
- **Orofacial Myofunctional Disorders** (e.g., open-mouth posture/ nasal breathing, tethered oral tissues or tongue tie)
- **Head & Neck Cancer** (e.g., Laryngectomy, Glossectomy)
- **Language Delay** (e.g., Developmental Language Disorder (DLD))
- **Language deviance**, e.g. Autism spectrum Disorder (ASD)
- **Dyslexia, Specific Learning Disability** (SpLD)
- **Other Developmental Disabilities** (e.g., Attention Deficit/ Hyperactivity Disorder, Intellectual Disabilities, Unspecified Neurodevelopmental Disorder)
- **Hearing Disorders** (Peripheral and Central Hearing Loss, Auditory Dys-synchrony, Central Auditory Processing Disorder)
- **Neurological Disease/ Dysfunction** (Stroke, Traumatic brain Injury, Cerebral Palsy, Dementia, Parkinson's Disease, Amyotrophic Lateral Sclerosis)
- **Genetic Disorders** (e.g., Down Syndrome, Fragile X Syndrome, Rett Syndrome, Velocardiofacial syndrome)
- **Transgender communication** (e.g. voice, verbal and non-verbal communication)
- **Accent/ Dialect Modification**
- **Interpersonal and Business Communication Training**

Bachelor of Science in Speech Pathology and Rehabilitation (BScSPR)

- First local undergraduate programme that adopts and interdisciplinary model of professional training in the field of **Speech Pathology**, with an integrated minor in **Psychology and Well-being**
- **BScSPR** goes beyond discipline-specific knowledge and addresses the evolving needs of healthcare professionals to provide students with a cutting-edge learning experience that integrates knowledge and skills from multiple disciplines in the practice of speech pathology

Bachelor of Science in Speech Pathology and Rehabilitation (BScSPR)

The programme is a 4-year full-time first-year-first-degree (FYFD) programme. The curriculum framework requires the completion of 121 credit points (cps) for graduation:

- (a) Discipline-Specific Major (69 cps);
- (b) Final Year Project (6 cps);
- (c) Integrated Minor in Psychology and Well-being (15 cps);
- (d) General Education (22 cps); and
- (e) Language Enhancement (9 cps)

Domain Credit Point (cps)

Discipline-Specific Major and Core Courses*

69 Cps

- Medical Aspects of Communication Disorders
- Acoustics for Speech, Language, and Hearing
- Educational Counselling, Therapeutic Process and Teaching Pedagogy
- Phonetics and Phonology
- Language Development
- Speech, Language and Communication Disorders
- Chinese-English Contrastive Grammar
- Audiology and Aural Rehabilitation
- Assessment and Intervention for Speech, Language, and Communication in Children
- Assessment and Intervention for Speech, Language, and Communication in Adults
- Language Disorders and Reading and Writing Disorders in Children and Adolescents
- Acquired Neurogenic Communication Disorders, Dysphagia, and Pediatric Swallowing
- Fluency, Voice and Head and Neck Cancer
- Bilingualism, Craniofacial Anomalies and Augmentative and Alternative Communication
- Supporting Students with Social, Emotional, Behavioural and Developmental Disabilities in the Classroom
- Living and Working in Mainland China (Experiment Practicum)
- Clinical Practicum Courses I to V
- Internship in Speech Pathology and Rehabilitation

Integrated Minor Courses In Psychology and Wellbeing

15 Cps

- Basic Principles of Psychology
- Human Development Across the Lifespan
- Educational Psychology
- Elderly Rehabilitation and Education
- Theory and Therapeutic Play for Children's Well-Being

General Education Courses

22 Cps

Language Enhancement Courses

9 Cps

Final Year Project

(Honours Project / Capstone Project)

6 Cps

**Total Credits
121**

*Mandatory Greater Bay Area in course(s) are required

Knowledge outcomes (through a defined sequence of coursework)

PILO ₁	Demonstrate <u>knowledge of typical development and functions</u> in speech, language, hearing, communication, cognition, learning, feeding and swallowing throughout the lifespan.
PILO ₂	Demonstrate <u>knowledge of speech, language, hearing, communication, cognition, learning, feeding and swallowing differences and disorders</u> , including the etiologies, characteristics, anatomical, acoustic, psychological, developmental, and linguistic and cultural correlates.
PILO ₃	Demonstrate <u>knowledge of the principles and methods of prevention, assessment and intervention for individuals across the life span</u> with speech, language, hearing, communication, cognition, learning, feeding and swallowing needs and disorders.
PILO ₄	Demonstrate <u>knowledge of the principles of ethical conduct standards, scientific research, the judicious use of artificial intelligence (AI) and digital technology</u> and integrate those principles into ethical and evidence-based practice.
PILO ₅	Demonstrate <u>knowledge of contemporary intra- and inter-disciplinary professional issues</u> including cultural, social and personal contexts for the practice of speech pathology.

Skills outcomes (through specific practicum and internship experiences)

PILO ₆	Select and conduct appropriate prevention, screening, assessment and <u>diagnostic evaluation procedures to meet the needs of individuals with different disorders in PILO₂</u> including behavioural observations, nonstandardized and standardized tests, and instrumental procedures, AI and other digital technology and develop diagnoses and recommendations for intervention with professional interpretation, integration and synthesis.
PILO ₇	Develop, evaluate, modify, and conduct <u>setting-appropriate evidence-based and ethical intervention plans with realistic, operationally-defined and measurable goals to meet the needs of individuals with different disorders in PILO₂</u> and their relevant others with appropriate materials, instrumentation, AI and other digital technology.
PILO ₈	Communicate, interact and collaborate professionally in oral and written <u>forms which are accessible to individuals with different disorders in PILO₂</u> and their relevant others and other intra- and inter-disciplinary professionals, and community contexts.

BScSPR Curriculum – Full list

Domains	cps
Disciplinary Specific Major	69
<u>Professional Foundation Studies</u>	<u>42</u>
<u>Interdisciplinary Course</u>	<u>3</u>
Cross-faculty Core Course	3
<u>Living and Working in Our Country (Mainland China for non-local non-Mainland students): Experiential Practicum Course</u>	<u>3</u>
<u>Foundation Practicum Courses</u>	<u>15</u>
<u>Internship in Speech Pathology and Rehabilitation</u>	<u>3</u>
Final Year Project	6
Capstone Project/ Honours Project I: Research Methods and Proposal	3
Capstone Project/ Honours Project II	3
<u>Integrated Minor in Psychology and Well-being</u>	<u>15</u>
General Education (GE)	22
Foundation Course	3

BScSPR Curriculum - Full list (continued)

Domains	cps
Breadth Courses	13
New Six Arts	3
Positive and Values Education (including NSE/ CCV)	3
Entrepreneurship and Innovation Persuasive Communication and Presentation in the Workplace Entrepreneur Essentials	2
Digital Competency Artificial Intelligence Literacy Digital Literacy	3
Legal Knowledge and National and National Security Education	2
Experiential and Service Learning	4
Co-curricular and Service Learning Course	2
Experiential Learning Course on Entrepreneurship & Innovation	2
University ePortfolio	2
Language Enhancement	9
Chinese Enhancement	3
English Enhancement	6
Total (minimum required cps for graduation)	121

BScSPR Curriculum - highlights

Domains	cps
Professional Foundation Studies Courses	42
Medical Aspects of Communication Disorders	3
Phonetics and Phonology	3
Language Development	3
Chinese-English Contrastive Grammar	3
Speech, Language and Communication Disorders	3
Assessment and Intervention for Speech, Language, and Communication in Children	3
Educational Counselling, Therapeutic Process and Teaching Pedagogy	3
Learning Disorders and Reading and Writing Disorders in Children and Adolescents	3
Assessment and Intervention for Speech, Language, and Communication in Adults	3
Acquired Neurogenic Communication Disorders, Dysphagia, and Paediatric Swallowing	3
Acoustics for Speech, Language, and Hearing	3
Audiology and Aural Re/habilitation	3
Bilingualism, Craniofacial Anomalies, Augmentative and Alternative Communication	3
Fluency, Voice, and Head and Neck Cancer	3

BScSPR Curriculum - highlights

Domains	cps
Interdisciplinary Course	3
Supporting Students with Social, Emotional, Behavioural and Developmental Disabilities in the Classroom	3
Integrated Minor in Psychology and Well-being	15
Basic Principles of Psychology	3
Human Development Across the Lifespan	3
Educational Psychology	3
Theories and Therapeutic Play for Children's Well-Being	3
Elderly Rehabilitation and Education	3
Practicum & Internship Courses	21
Practicum I	3
Practicum II	3
Practicum III	3
Practicum IV	3
Practicum V	3
Internship in Speech Pathology and Rehabilitation	3
Living and Working in Our Country (Mainland China for non-local non-Mainland students): Experiential Practicum Course	3

BScSPR curriculum chart

Year	Semester	Major		Practicum/ Internship		Final Year Project	Integrated Minor in Psychology and Well-being	General Education		Language Enhancement	Credit Points (cps)
		48 cps		21 cps		6 cps	15 cps	22 cps		9 cps	121
1	1	6 cps		---		---	3 cps	3 cps (GEFC)	1 cp (DC-AIL)	6 cps	19
	2	6 cps		---		---	3 cps		2 cps (CSLC)	3 cps	17
2	Summer	---		---		---	---	---		---	
	1	6 cps		3 cps (Practicum I)		---	3 cps	2 cps (NSE)	2 cps (DC-DL)	---	16
	2	6cps		3 cps (Practicum II)		---	3 cps	3 cps (PAVE)	2 cps (ELC on E&I)	---	17
3	Summer	---		---		---					
	1 [^]	6 cps	3 cps (CFCC)	---		---	3 cps	1 cp (E&I – PCPW)	1 cp (E&I – EE)	---	14
	2	6 cps		3 cps (Practicum III)		3 cps	---	2 cps (NSA)	2 cps (UePortfolio)	---	17
4	Summer			3 cps (Living & Working in Our Country)		---	---	---		---	3
	1	6 cps	3 cps (Major IC)	3 cps (Practicum IV)		3 cps	---	---		---	12
	2	---		3 cps (Practicum V)	3 cps (Internship)		---	---		---	9

[^] Window Semester for Outbound Exchange: Semester 1 of Year 3

Year	Sem	Category	Course	cps	
1	1	Major: PFS	<ul style="list-style-type: none"> Medical Aspects of Communication Disorders Phonetics and Phonology 	3 3	
		Minor: Psychology & Well-being	<ul style="list-style-type: none"> Basic Principles of Psychology 	3	
		General Education	<ul style="list-style-type: none"> GEBC: Digital Competency – Artificial Intelligence Literacy GEFC 	1 -	
		Language Enhancement	<ul style="list-style-type: none"> English Enhancement Course Chinese Enhancement Course 	3 3	
					16
	2	Major: PFS	<ul style="list-style-type: none"> Language Development Chinese-English Contrastive Grammar 	3 3	
		Minor: Psychology & Well-being	<ul style="list-style-type: none"> Human Development Across the Lifespan 	3	
		General Education	<ul style="list-style-type: none"> GEFC ESL: CSLC 	3 2	
		Language Enhancement	<ul style="list-style-type: none"> English Enhancement Course 	3	
					17
2	1	Major: PFS	<ul style="list-style-type: none"> Speech, Language and Communication Disorders Assessment and Intervention for Speech, Language and Communication in Children 	3 3	
		Foundation Practicum	<ul style="list-style-type: none"> Practicum I (Observation + assistant in senior year Practicum) 	3	
		Minor: Psychology & Well-being	<ul style="list-style-type: none"> Educational Psychology 	3	
		General Education	<ul style="list-style-type: none"> GEBC: General Understanding of National Security Law GEBC: Digital Competency – Digital Literacy 	2 2	
					16
	2	Major: PFS	<ul style="list-style-type: none"> Educational Counselling, therapeutic process and teaching pedagogy (<i>with GBA activities</i>) Learning Disabilities, Reading & Writing Disorders in Children and Adolescents 	3 3	
		Minor: Psychology & Well-being	<ul style="list-style-type: none"> Theories and Therapeutic Play for Children's Well-Being 	3	
		Foundation Practicum	<ul style="list-style-type: none"> Practicum II (child-setting) 	3	
		General Education	<ul style="list-style-type: none"> GEBC: PAVE ESL: ELC on E&I 	3 2	
					17

Year	Sem	Category	Course	cps	
3	1	Major: PFS	<ul style="list-style-type: none"> Assessment and Intervention for Speech, Language, and Communication in Children Acquired Neurogenic Communication Disorders and Dysphagia 	3 3	
		Minor: Psychology & Well-being	<ul style="list-style-type: none"> Elderly Rehabilitation and Education 	3	
		Major: CFCC	<ul style="list-style-type: none"> Basic Law / National Security, visits in GBA, and University's development niche areas 	3	
		General Education	<ul style="list-style-type: none"> GEBC: E&I – Persuasive Communication and Presentation in the Workplace GEBC: E&I – Entrepreneur Essentials 	1 1	
					14
	2	Major: PFS	<ul style="list-style-type: none"> Acoustic for Speech, Hearing and Learning Audiology and Aural Re/habilitation 	3 3	
		Foundation Practicum	<ul style="list-style-type: none"> Practicum III (adult-setting) 	3	
		General Education	<ul style="list-style-type: none"> GEBC: New Six Arts UePortfolio 	3 2	
		Final Year Project	<ul style="list-style-type: none"> Capstone Project in Speech Pathology and Rehabilitation I: Research Methods and Proposal/ Honours Project in Speech Pathology and Rehabilitation I: Research Methods and Proposal 	3	
					17
	4	Summer	Major: Living and Working in Our Country	<ul style="list-style-type: none"> Speech Pathology: Living and Working in Mainland China (Experiment Practicum) 	3
					3
		1	Major: PFS	<ul style="list-style-type: none"> Bilingualism, Craniofacial Anomalies, Augmentative and Alternative Communication Fluency, Voice and Head and Neck Cancer 	3 3
			Major Interdisciplinary Course	<ul style="list-style-type: none"> Supporting Students with Social, Emotional, Behavioural & Developmental Disabilities in Classroom 	3
Final Year Project			<ul style="list-style-type: none"> Capstone Project in Speech Pathology and Rehabilitation II: Project Output/ Honours Project in Speech Pathology and Rehabilitation II: Research Report 	0	
Foundation Practicum			<ul style="list-style-type: none"> Practicum IV (child- or adult-setting) 	3	
			12		
2		Major: Internship	<ul style="list-style-type: none"> Internship in Speech Pathology and Rehabilitation 	3	
		Foundation Practicum	<ul style="list-style-type: none"> Practicum V (child- or adult-setting) 	3	
		Final Year Project	<ul style="list-style-type: none"> Capstone Project in Speech Pathology and Rehabilitation II: Project Output/ Honours Project in Speech Pathology and Rehabilitation II: Research Report 	3	
			9		
Total				121	

Speech Therapists & Audiologists in EdUHK



Faculty of Education
and Human Development

教育及人類發展學院



香港教育大學

The Education University
of Hong Kong



Staff



37 academic and teaching staff

- 1 Chair Professor
- 1 Professor
- 8 Associate Professors
- 13 Assistant Professors
- 2 Lecturers
- 12 Senior Teaching Fellows/ Teaching Fellows

https://www.eduhk.hk/sec/en/aboutus.php?s=our_staff

Teaching programmes



• Postgraduate programmes

- Doctor/ Master of Philosophy Programme (Mphil/ PhD)
- Doctor of Education Programme (Specialization in Special Education) (EdD)
- Master of Education Programme (MEd) (Area of focus in Special Needs, Giftedness & Counselling)
- Master of Teaching (Specialization: Special Education)
- Master of Arts (Educational Counselling)
- Postgraduate Diploma in Education Programme (PGDE) (Teaching Subject Studies in Special Needs)
- **MScESLPLD**

• Undergraduate programmes

- Five-year Bachelor of Education (BEd) Programme
 - Second Majors in Special Education & Guidance and Counselling
 - Minors in Inclusive Education & Guidance and Counselling
- Three-year Bachelor of Education (BEd) (Special Needs) Programme
- Four-year Bachelor of Arts (Special Education) Programme

Teaching programmes



- Provision of Services for the Basic, Advanced and/or Thematic Courses for Teacher Professional Development on Catering for Students with Special Educational Needs
 - Basic Course on Catering for Diverse Learning Needs
 - Advanced Course
 - Thematic Course on Supporting Students with SEN - Behavioural, Emotional and Social Development Needs; Sensory, Communication and Physical Needs
- Certificate in Professional Development Programmes for Teachers
 - Catering for Diverse Learning Needs – Basic Level/ Advanced Level
 - Life Planning Education & Career Guidance
 - Positive Psychology in School Settings: Promoting Mental Health & Creating Positive Learning Environment

Staff Expertise

- Speech-Language Pathology, Audiology & Communication disorders
- Learning Disabilities, Reading and Writing Disorders
- Social, Emotional, Behavioral and Developmental Disorders
- Special & Inclusive Education
- Guidance & Counselling
- Clinical & Educational Psychology
- Gifted Education
- Educational Neuroscience



Staff Expertise

Special and Inclusive Education

- AD/HD and Emotional Behavioural Difficulties
- Autism Spectrum Disorder
- Developmental Disabilities
- Developmental dyslexia
- Dyslexia and Mental Health
- Education Programmes, Teachers' Perception and Instructional Strategies
- Educational Psychology and Juvenile Delinquency
- Gifted Education and Creativity
- Intellectual Disabilities
- Inclusive education and positive psychology in schools
- Learning Difficulties
- Neurodevelopmental Disorders
- School Satisfaction and Life Satisfaction
- Self-processes, Motivation and Learning
- Supporting Students with Special Needs for Inclusion

Speech-Language Pathology and Audiology

- Audiology, Aura Rehabilitation and Tinnitus, Automated Hearing Science
- Bi/Multilingualism
- Child Language Acquisition
- Clinical Education of Speech-Language Therapists/Pathologists
- Hearing Impairment and Speech Recognition
- Language and Communication Disorders in Children
- Medical Speech-Language Pathology and Clinical Neuroscience
- Memory and Language
- Specific Language Impairment
- Communication Disorders associated with Parkinson's Disease, stroke and other neurological conditions

Staff Expertise

Guidance and Counselling

- Community-based inclusive development, person-centered practice, developmental and physical disabilities
- Developmental Psychopathology
- Effects of Culture and Family on Human Development
- Emotion Regulation and Mental Health
- Guidance and Counselling
- Mental Suffering & Spiritual Disorders
- Personality Assessment and Positive Character Development
- Play and Parenting
- School Discipline and Behaviour Management
- Sexuality Education and Culturally Competent School Counselling Practice

Neuroscience and Education

- Bilingualism and Literacy
- Cognitive Neuroscience and Neuroimaging
- Educational Neuroscience
- Learning and Decision-Making in Neuroscience
- Reading Development and Reading Difficulties
- Specific Learning Difficulties

Teaching team members



Dr Anna KAM

Dr David CHEN

Dr Lorinda KWAN-CHEN

Mr Joffee LAM

Ms Esther KWOK

Dr Phil LIU

Dr Polly LAU

Dr Cherry YUM

Ms Karen YU

Dr Kevin YUEN

Mr Wing CHEUNG

Teaching team members

Part-time/ Guest Lecturers

Dr Carmen OOI

Dr Alice LEE

Dr PHUA Sin Yong

Dr Kirsten Schraeyen

Dr Eric TONG

Mr Thomas LAW

Ms Mabel HO

Ms Joanne CHU

Mr Arthur FANG

Ms Connie YAM

Ms Kelly Kwong

Ms Ripley WONG

Ms Raymond FONG

Ms Connie YAM

Ms Yvonne LAI

Mr Chris YIU

Ms Connie Lo

Ms Fanny Li

Ms Mandy WONG

Mr Joseph LAU

Ms LUK Kit Ling

Ms Mak Yuen Mei

Practicum Supervisors

Practicum Supervisors

Dr Renee IP

Dr Anthony KONG

Ms Jenny CHAN

Ms Susanna SHONG

Ms Daisy LI

Ms Phoebe CHU

Ms Crystal LEUNG

Ms Jenny CHAN

Ms Pumpkin IP

Ms Carmen MA

Ms Ana TSE

Ms Louie LUI

Ms Wing MA

Ms Angela LEE

Ms Judy HON

Ms Winnie LAM

Mr Daniel MOK

Ms Mandy WONG

Mr Eric PUN

Ms Elsa WONG

Ms Candy NGAN

Ms. Gwen WONG

Ms. Karen CHIU

Practicum Supervisors

Practicum Supervisors

Ms Amy WONG

Ms Irene KWOK

Ms Cynthia WOO

Ms Sabina CHAN

Ms Patricia FONG

Ms Rosa MOK

Ms Jacky LAM

Ms Esther POON

Ms Florence LAM

Ms Ada LEE

Ms Christy WONG

Ms Ivy WONG

Mr Joshua MAK

Ms Winnie WONG

Ms Becky CHAN

Mr Simon CHAN

Mr Dennis CHEUNG

Ms Gigi LO

Ms Erin SO

Ms Sharon CHOW

Ms Louisa NG

Ms Emily LAM

Ms Soby SO

Mr Daniel CHENG

Practicum Supervisors

Practicum Supervisors

Ms Katie FONG

Ms Judy SE

Mr Wilson LEUNG

Ms Ann CHAN

Mr Daniel MOK

BScSPR

External Examiner

Prof. Rosemary Varley



← all experts

ABOUT

PUBLICATIONS

RESEARCH

TEACHING



PROF

Rosemary Varley

0000-0002-1278-0601

Chair of Acquired Disorders of Language Communication
Language & Cognition

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Chandler House, 2
Wakefield Street,, 313,
London, WC1N 1PF, United Kingdom

Collaboration Network

BIO

Rosemary Varley is Professor of Acquired Language Disorders in the Department of Language and Communication at UCL. Previous posts have included work in the NHS and research/teaching posts at the University of Hong Kong and the University of Sheffield. Most of her work is directed at the investigation of post-stroke impairments in adults. Major research themes are the application of usage-based approaches to sentence processing in aphasia, and exploration of residual cognition in severe aphasia to establish the role of language in thought and other domains of cognition. She has co-authored therapy software and currently leads the UTILISE project, funded by the Stroke Association, that is testing a new digital intervention of sentence processing impairments. She has published research in major international journals such as Nature Reviews Neuroscience and Proceedings of the National Academy of Sciences of USA. Her research is funded by government research councils and charities. In 2006, she was awarded an ESRC Professorial Fellowship, and in 2023, a Leverhulme Research Fellowship.

UNIVERSITY COLLEGE LONDON APPOINTMENTS

- **Chair of Acquired Disorders of Language Communication**
University College London, Language & Cognition

ACADEMIC POSITIONS

- **Professor of Acquired Language Disorders**
University College London, London, Language and Cognition, London, United Kingdom ♦ 10 Jan 2012 - present

DEGREES

- **BSc**
Newcastle University, Newcastle upon Tyne, Newcastle upon Tyne, United Kingdom ♦ 1 Oct 1977 - 30 Jun 1981
- **MA**
University of Sheffield, Sheffield, Sheffield, United Kingdom ♦ 1 Oct 1983 - 30 Jun 1984
- **PhD**
University of Sheffield, Sheffield, Sheffield, United Kingdom ♦ 1 Oct 1984 - 30 Sep 1988

BScSPR
External
Examiner

Prof.
Helen
Grech

Prof. Helen Grech

 Dip.Sp.&Ther.,M.Ed.,Ph.D.(Manchester)



Professor

Human Communication Sciences and Disorders

Faculty of Health Sciences

Room 19

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[STUDY](#) ▾

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Biography

Professor Helen Grech is the Head of the Department of Communication Therapy within the Faculty of Health Sciences of the University of Malta. She is a registered audiologist and speech-language pathologist. Her research interests are related to speech and language acquisition and disorders in multilingual and multicultural populations. Helen Grech has been involved in a number of cross-linguistic research projects and Inter-Governmental COST Actions. She was awarded several research grants such as a Marie Curie Intra-European Research Fellowship and a 4-year FP6 project, funded by the European Commission. She is a regular research grant reviewer. Professor Grech has contributed chapters in several books, has more than 30 published articles in peer reviewed journals and other scientific contributions. Professor Grech has been an invited lecturer by several highly reputed institutions. She has also been invited as keynote speaker in various international scientific events. Helen Grech has mentored successfully a number of Ph.D. and postgraduate dissertations. She has also acted as examiner for postgraduate dissertations including Ph.D.s in other European institutions. She is the Immediate Past President of the International Association of Logopaedics and Phoniatics (IALP).

Search for staff



Study at UM

- Undergraduate
- Postgraduate & Research
- Micro-credentials
- Undergraduate prospectus 
- Postgraduate prospectus 



The only affiliated society member of the
**International Association of Communication Sciences and
Disorders (IALP)** in
The People's Republic of China at present



Practicum & Internship components for BScSPR



BScSPR practicum

- Extensive clinical practicum component of ~ 400 hours to help participants apply theory and conceptual knowledge to real-world challenges
 - Direct client contact: ~ 300 hours
 - Observation & supervisor-leading discussion & observation: ~ 100 hours
- Internal on-campus training site
 - Purpose-build **I-WELL** with state-of-the-art facilities and resources
- External clinical practicum training sites in paediatric (child) and adult settings (over 40)
 - Mainstream and Special Schools
 - Hospitals, Medical and Health clinics
 - Non-Government Agencies
 - Residential Care Homes for the Elderly
 - Community Service Centres



Practicum training sites – Child Settings

- Tai Po Campus
- Haven of Hope Sunnyside Enabling Centre
- South Kwai Chung Centre
- Hong Kong Christian Service Integrated Child Care Service
- Lok Yan School Special School for Children with Severe Mental Disabilities
- Hong Kong Red Cross Margaret Trench School Special School for Children with Physical Disabilities
- Ebenezer New Hope School Special School for Children with Visual Impairment
- Po Leung Kuk Yuen Long Early Learning Centre Special Child Care Centre
- Po Leung Kuk Chao King Lin Early learning Centre Early Education Training Centre
- Widex Hong Kong Hearing & Speech Centre Ltd.
- Hong Kong Christian Service, Shek Kip Mei Nursery School
- Haven of Hope K C Liang Po Lam Early Education and Training Centre

Practicum training sites – Child Settings

- The Parents' Association of Pre-school Handicapped Children
- Po Leung Kuk Mei Tin Early Education & Training Centre
- Heep Hong Society Kwok Yip Lin Houn Early Education & Training Centre
- Centre for Sign Linguistics and Deaf Studies Peace Evangelical Centre Kindergarten (Ngau Tau Kok)
- Haven of Hope Integrated Child Care Centre
 - a) 香港基督教服務處觀塘幼兒學校 b) 聖母潔心會福音秀茂坪幼兒中心/幼稚園
- Hong Kong Christian Service Integrated Child Care Centres & Special Child Care Centres
 - a) 葵興早期教育及訓練中心 b) 祥華幼兒中心
- Hong Kong Caritas Secondary School Children with Special Education Needs & Autism Spectrum Disorders
- a) Caritas Yuen Long Chan Chun Ha Secondary School, b) TWGH CY Ma Memorial College,
- Haven of Hope Sunnyside School Special school for children with severe mental disabilities

Practicum training sites –

Hospital Authority Hospitals and Outpatient Clinics

- Hong Kong East Cluster Pamela Youde Nethersole Eastern Hospital
- Hong Kong East Cluster Ruttonjee Hospital
- Hong Kong West Cluster Tung Wah Hospital
- Hong Kong West Cluster Queen Mary Hospital
- Kowloon Central Cluster Queen Elizabeth Hospital
- Kowloon Central Cluster Yaumatei Specialist Clinic (Extension)
- Kowloon East Cluster United Christian Hospital
- Kowloon West Cluster Princess Margaret Hospital
- Kowloon West Cluster Kwong Wah Hospital
- New Territory West Cluster Tuen Mun Hospital
- New Territory East Cluster North District Hospital
- New Territory East Cluster Prince of Wales Hospital
- New Territory East Cluster Shatin Hospital
- New Territory East Cluster Alice Ho Miu Ling Nethersole Hospital
- New Territory East Cluster Tai Po Hospital



整全成長 I·WELL
發展中心
INTEGRATED CENTRE FOR WELLBEING

DEDICATED TO 致力於研究與發展
RESEARCH AND DEVELOPMENT

Clinical and Research facilities supporting **BScSPR**



Internal Clinic @ I-WELL



Recording system of I-WELL



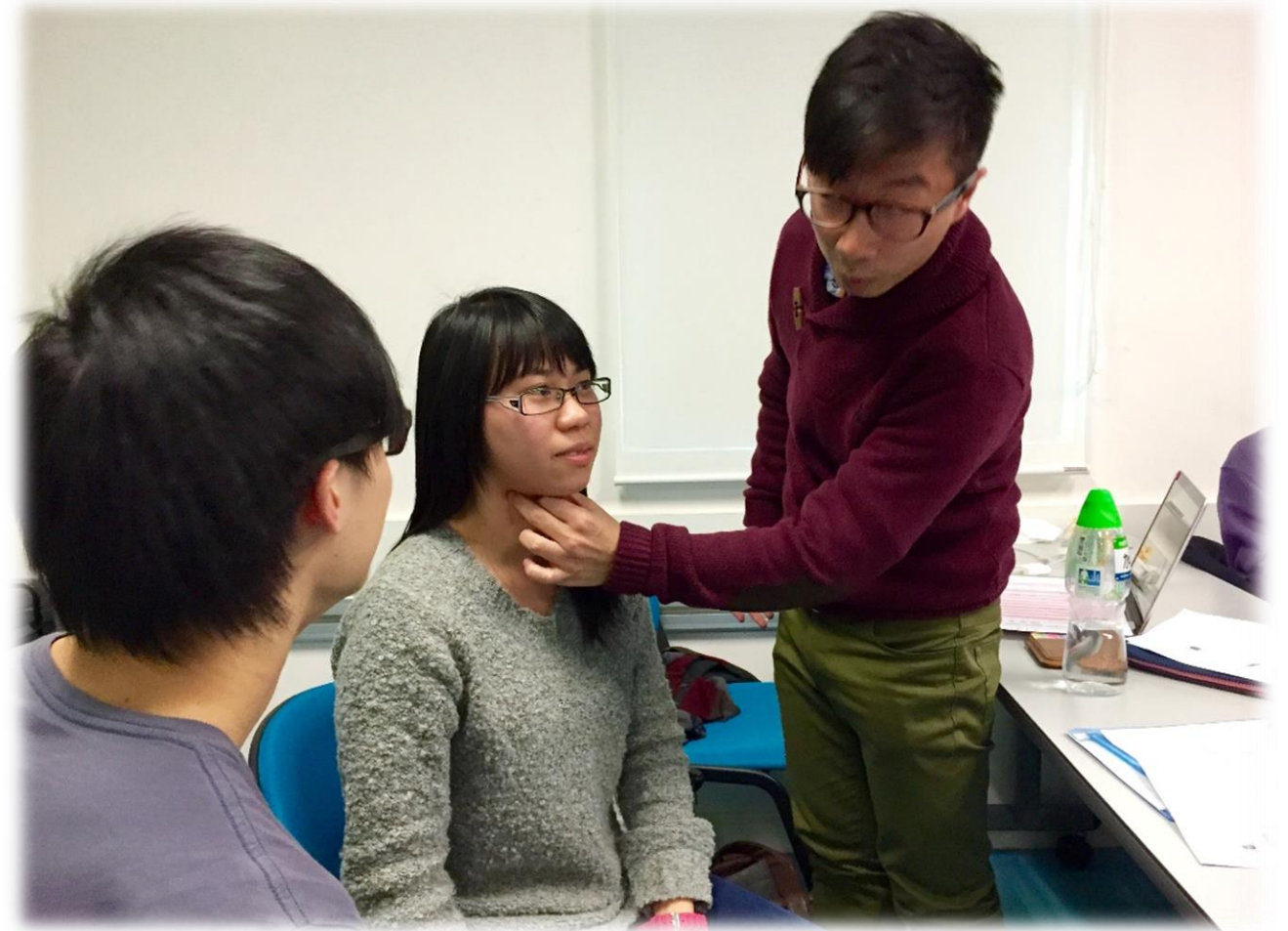
Therapy/ consultation rooms @ I-WELL



Sound & EM wave shield booth @ I-WELL



Training on therapy techniques



Training on therapy techniques



Audiology Practicum – hearing screening



Clinical Practicum Training



Clinical Practicum Training







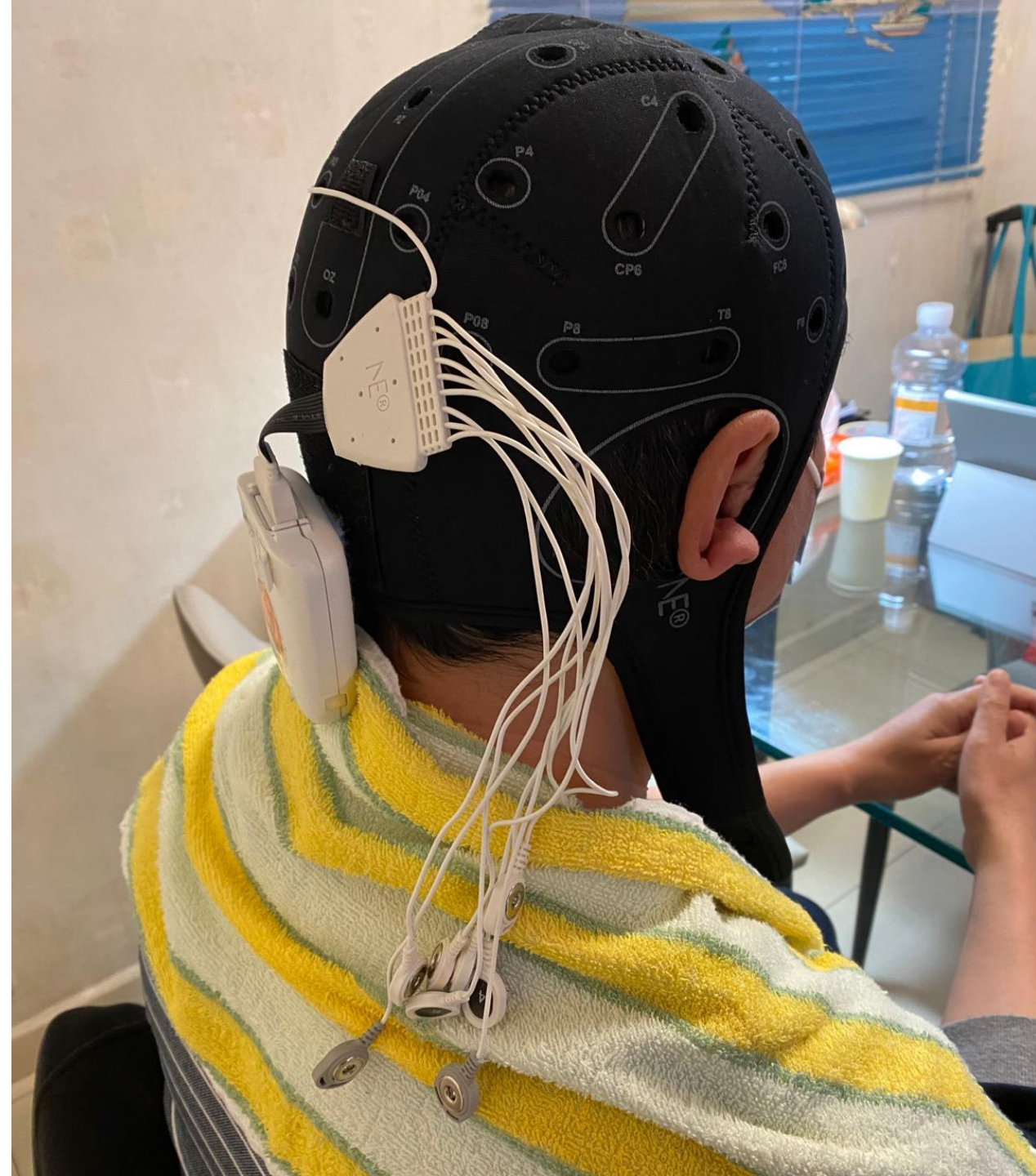






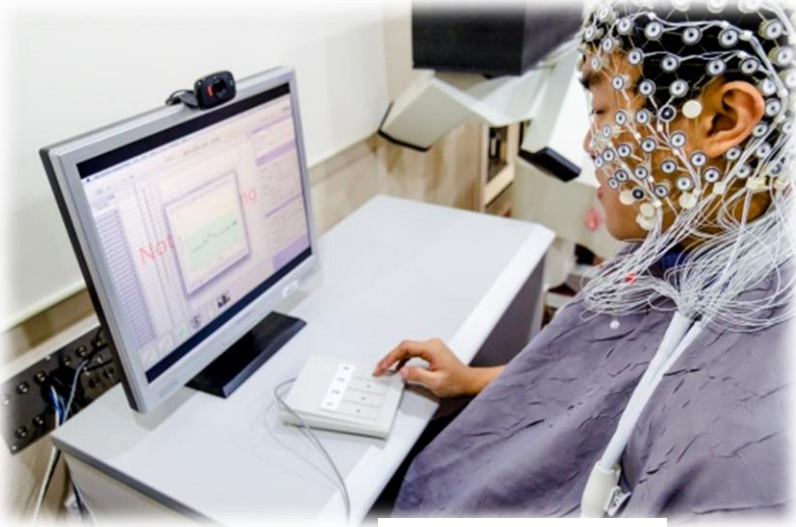


Using electrical stimulation of transcranial direct current stimulation (tDCS) to treat patient with primary progressive aphasia, in collaboration with Hospital Authority and the University of California San Francisco of USA



Clinical & Research Equipment

Electroencephalography (EEG)



TOVA

Mindwave



Eye-tracker



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Clinical & Research Equipment



Nasality Visualization System (NVS-MU) and AeroviewPlus Phonatory Aerodynamics System



Interacoustics Titan, Middle and Inner Ear Analyzer System

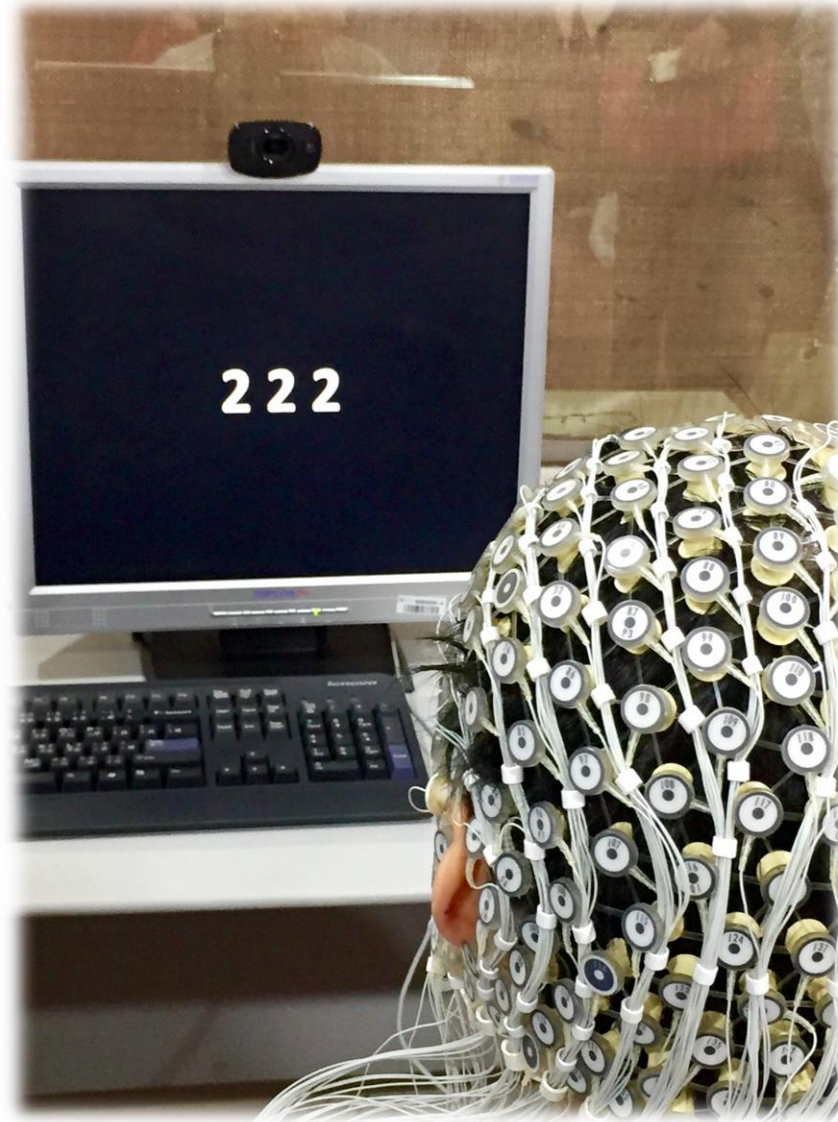


Smart EP & OAE & VAR system (Intelligent Hearing System)

Articulography AG501



Eye tracker & EGG equipment



Speech-Language Pathology International Network Summer School

- Since 1993
- Changed from a two-week “Intensive Programme” to a one-week summer course in 2011
- Lectures and seminars on various topics related to speech and language pathology
- Taught by teachers from the universities participating in the network organising the course
- Students and lecturers around the world gather together...

Speech-Language Pathology International Network

19 countries/cities, 14 departments

Austria



Spain



Belgium



Sweden



Finland



Germany



Taiwan



Greece



The Netherlands



Hong Kong



Italy



Ireland



USA



Malta



Speech-Language Pathology International Network Summer School

- Malta 2014
- Germany 2015
- Ireland 2016
- Italy 2017
- Netherland 2018
- Taiwan 2019
- Online 2021
- Finland 2022
- Antwerp 2023
- Malta 2024
- Valladolid 2025



Speech-Language Pathology International Network Summer School 2021

Microsoft Teams

Microsoft Teams interface showing a meeting grid with 81 participants. The grid is organized into rows and columns, with each tile displaying a participant's video feed and name. The names are: Marvena Beck, 王育晴, De Blasio Carlotta, 林泓均, 林慧嵐, Aoile Walters, Angeliki Orfanaki, Duana Quigley, Kirsten Schraeyen, Anastasia Mavridou, Mark Meersman, laura.carbajal, YUEN, Chi Pun [SEC], KWAN-CHEN, Li Ying L..., hilde.chantrain, Isabel Plehn, Bochane MI, Margot, 賴妍伶, Claire Landers, 戴神陞, theodorakoulocheri, Stefan Heim, Sofie De Nys, Lore Verdroncken, 林亭君, 陳郁評, FUNG, SZE WAN 11369..., Gunther, T (Thomas), 黃諾欣, 陳思含, Silja Ahonen, Zaalen-op 't Hof, Yvon..., Holtrigter I, Iris, Sabine Van Eerdenbrugh.

Meeting controls: +78, AO, II, LV, IP, Leave

Participants list (In this meeting 81):

- Mónica Vegas (Guest)
- Natalia Jimeno Bulnes (Outside your organization)
- PANG, CHI WING 11369657 (...)
- Pekkala, Seija M (Outside your organization)
- Rudnick, Tamara (1814435) (G...)
- s1133773 (Guest)
- s1136958 (Guest)
- Sabine Van Eerdenbrugh
- sara baroncini (Guest)
- Silja Ahonen (Guest)
- Sofia Gandolfi (Guest) (Guest)
- Sofie De Nys (Outside your organization)
- Stefan Heim (Guest)

SLP-IN Summer School



Finland 2022



SLP-IN Summer School

Belgium 2023

AUGUST 11 – AUGUST 18, 2023



SLP-IN Summer School

Malta 2024



SLP-IN Summer School

Malta 2024



MScESLPLD
Graduates



Department of
**Special Education
& Counselling**
特殊教育與輔導學系



MScESLPLD Programme Accreditation/ Recognition

April 2015

- The **Hong Kong Hospital Authority** was the first statutory government body to recognize the MScESLPLD programme in a programme review exercise

Oct 2024 & *August 2018*

- Fully endorsed by **the Hong Kong Institute of Speech Therapists** (www.hkist.org.hk)
- Graduates are eligible to apply for registration as Accredited Speech Therapists under the Health Bureau, HKSAR.



BScSPR Programme Accreditation Planning

YEAR 2027-28 (first cohort year 3)

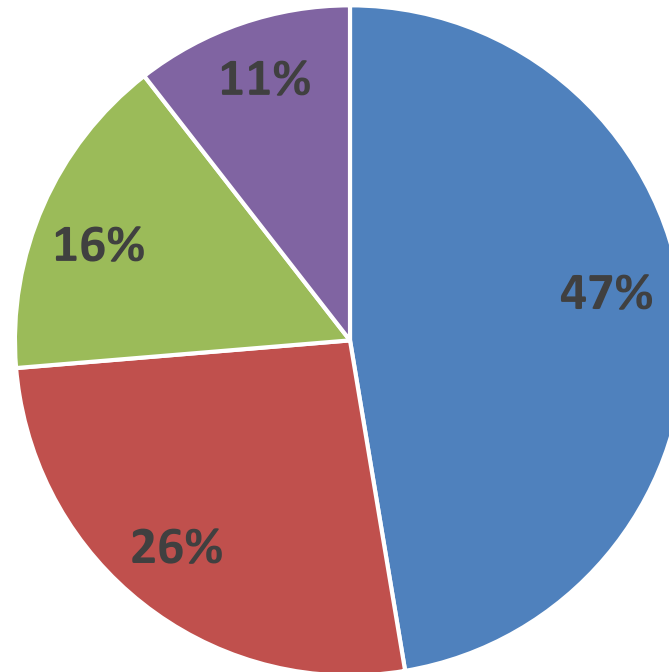
- **BScSPR** is specially designed to meet the accreditation requirements of the Hong Kong Institute of Speech Therapists (HKIST) (www.hkist.org.hk).
- The accreditation application will start before the first student cohort graduates.
- After the **BScSPR** is accredited, graduates will be eligible to apply for registration as Accredited Speech Therapists under the Health Bureau, HKSAR.



Graduates Employment Status

- Response from 32 students – 100% ST

Eighth cohort (2020 - 2022)



■ NGO ■ Education Sector ■ Medical & Health Sector ■ Private Organisation

Graduates

Graduates passed

- Clinical Certification Examination for Speech-Language Pathology; Speech-Language and Audiology, **Canada**
- Speech-Language Therapy Qualifying Examinations; Allied Health Professionals Council, **Singapore**
- Registration, Health and Care Professions Council, **United Kingdom**