

# University of Pretoria Yearbook 2022

## MA (Augmentative and Alternative Communication) (Coursework) (01252134)

**Department** Augmentative and Alternative Communication

**Minimum duration of study** 2 years

**Total credits** 180

**NQF level** 09

### Admission requirements

1. Bachelor's degree in Speech-Language Pathology (NQF level 8) **or** BAHons Augmentative and Alternative Communication degree **or** relevant honours degree, provided that sufficient background in severe communication disability and research is evident, in which case an admissions examination may be required
2. A weighted average of at least 65% at final-year level
3. At least 65% for the research component at honours level

## Curriculum: Year 1

### Core modules

#### Theoretical constructs in AAC 811 (AAK 811)

<b>Module credits</b>	45.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	3 other contact sessions per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Centre for Augmentative and Alternative Communicat
<b>Period of presentation</b>	Year

#### Module content

Theories of communication, information processing, language development and literacy acquisition are dealt with as related to persons in need of or using augmentative and alternative communication (AAC). The role of AAC within a bioecological, social constructivist view of disability is explored. Current research issues in the field are explored in relation to different contexts and different populations. At the end of this module the student must be able to:

- discuss the influence of AAC on communication, information processing, language development and literacy acquisition in relation to specific cases;
- Identify and review current research focus areas in the field

## Curriculum: Final year

### Core modules

#### Implementation science in AAC 812 (AAK 812)

<b>Module credits</b>	45.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	3 other contact sessions per week
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Centre for Augmentative and Alternative Communicat
<b>Period of presentation</b>	Year

#### Module content

This module will discuss the participation model (based on a bioecological, social constructivist approach) as a framework for AAC assessment and intervention. The following aspects will furthermore be dealt with in more detail:

- Appropriate assessment approaches;
- Intervention approaches specific to selected populations with specific reflection upon the evidence base for these approaches;
- The use of communication aids with specific focus on devices, as well as considerations for appropriate selection, design and programming;
- Appropriate positioning for maximising participation of persons with physical disabilities.

At the end of this module the student should be able to apply this knowledge to devise, justify and critically reflect upon an appropriate assessment and intervention plan for a given client.

#### Mini-dissertation: AAC 895 (AAK 895)

<b>Module credits</b>	90.00
<b>NQF Level</b>	09
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Centre for Augmentative and Alternative Communicat
<b>Period of presentation</b>	Year

#### Module content

The mini-dissertation should consist of an independent research project of limited scope on a topic related to the field of AAC selected in collaboration with the supervisor(s). The project must be based on an approved research proposal and ethics clearance if the latter is required for the project.

The regulations and rules for the degrees published here are subject to change and may be amended after the publication of this information.

The [General Academic Regulations \(G Regulations\)](#) and [General Student Rules](#) apply to all faculties and registered students of the University, as well as all prospective students who have accepted an offer of a place at the University of Pretoria. On registering for a programme, the student bears the responsibility of ensuring that they familiarise themselves with the General Academic Regulations applicable to their registration, as well as the relevant faculty-specific and programme-specific regulations and information as stipulated in the relevant yearbook. Ignorance concerning these regulations will not be accepted as an excuse for any transgression, or basis for an exception to any of the aforementioned regulations.