M07A
Speech, Language and Communication Needs – Skills & Knowledge

1.	Short Code	M07A
2.	Title	Speech, Language and Communication Needs– Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: Speech Language and Communication Needs
7.	Module Leader	To be confirmed
8.	Accredited by	
9.	Module Requisitions	
	(u) Pre-requisite	None
	(v) Programme Restriction	None
	(w) Level restrictions	None
	(x) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	**Aims** • To understand speech, language and communication needs (SLCN) and its relationship to learning and other areas of children and young people's development. • To understand the nature and range of SLCN and their potential impacts for children and young people. • To understand the ways in which SLCN may be identified, assessed and profiled. • To understand a range of ways in which SLCN can be effectively supported. • To understand the professional issues in joint working within schools and with other agencies in supporting SLCN.	
12.	**Learning Outcomes** **Knowledge** On successful completion of this module, students will have: 1. A comprehensive knowledge and understanding of relevant SLCN and its relevance to pupils' learning, social, emotional development and behaviour. 2. A comprehensive knowledge of SLCN and their relationships to other areas of SEND. **Skills** On successful completion of this module, students will be able to: 3. Critically evaluate the impact for pupils with SLCN at the learning, social, emotional and behavioural levels, with reference to current theory and evidence. 4. Critically evaluate their role, and the processes and methods used, in identifying, assessing and profiling a child or young person's SLCN. 5. Critically evaluate a range of ways SLCN can be supported in the classroom and wider school context and analyse how their effectiveness may be evaluated. 6. Evaluate ways to fully engage children and young people with SLCN in all aspects of their support.	

		7. Evaluate the factors contributing to effective inter-professional and inter-agency collaboration in relation to children with SLCN.
13.	**Syllabus** Theories of speech, language and communication development . The role of language in learning, social, emotional development and behaviour. Impact of SLCN on children and young people. What works in supporting SLCN – exploring the evidence and methods for evaluating the effectiveness of support. Involving children and young people with SLCN – pupil voice and participation. Roles, responsibilities and structures of services to support children and young people with SLCN.	
14.	**Learning and teaching** will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.

Students access the study topics, including the learning activity instructions and supporting content through Campus Online.

Campus Online is an integrated environment that:
- Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.
- Allows students to manage and track their progress through the activities and assessments.
- Enables students to submit their evidence and assignments, and receive feedback from their tutors.

As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.

These activities include:
- Reflection on practice, structured through 'learning log' online entries.
- Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.
- Problem-based learning scenarios.

There is access to supporting content including:
- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:
- Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.
- Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.
- Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

Assessment is through coursework assignments covering the 7 learning outcomes and will consist of (numbers in brackets refer to learning outcomes assessed):

- **Critical analysis 1 (3000 words):** A written assignment discussing the role of speech, language and communication development within the educational context. (1) | |

	• **Critical analysis 2 (1500 words or equivalent):** A critical analysis of SLCN within the school context. (2,3,4,5,6) • **Practice analysis (1500 words or equivalent):** A critique of local policy and practice in joint working with pupils with SLCN. (7) Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.	
15.	**Assessment Weighting**	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	**Learning materials** Essential The online module guide contains the learning materials and instructions and this is supplemented by web-based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include: Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/ Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/ Directed use of the appropriate legislation, Government guidance and reports. Directed use of The Communication Trust resources www.thecommunicationtrust.org.uk Cross, M. (2011) With comments by Lindsay G *Children with severe SLCN* ICAN http://preview.tinyurl.com/csntr5a (Accessed: 26 June 2012). Hartshorne, M. (2011) *Speech, language and communication in secondary aged pupils* ICAN http://preview.tinyurl.com/c7ynarm (Accessed: 26 June 2012). Lee W (2008) *Speech, language and communication needs in primary school aged pupils* ICAN http://preview.tinyurl.com/7px9fwa (Accessed: 26 June 2012). Indicative reading Bishop, D.M.V. (1997) *Uncommon Understanding: Development and Disorders of Language Comprehension in children.* Hove, East Sussex: Psychology Press. Bishop, D. V. M. (ed) and Leonard, L. (ed) (2001) *Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome.* London: Taylor and Francis. Clegg, J. (ed) and Ginsborg, J. (ed) (2006) *Language and social disadvantage: theory into practice.* West Sussex: John Wiley and sons. Conti-Ramsden, G., Durkin, K., Simkin, Z. and Knox, E. (2009) 'Specific language impairment and school outcomes II: Educational content, student satisfaction, and post compulsory progress', *International Journal of Language and Communication Disorders*, 44 (1), pp.36-55.	

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Martin, D. and Miller, C. (2003) *Speech and Language Difficulties in the Classroom.* London: David Fulton.

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