

## M07B

### Speech Language and Communication Needs – Application and Reflection

1.	Short Code	M07B
2.	Title	Speech Language and Communication Needs – Application and Reflection
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	
	(y) Pre-requisite	M07A, or you are concurrently enrolled on M07A (i.e. you are enrolled on both modules of the same topic)
	(z) Programme Restriction	None
	(aa) Level restrictions	None
	(bb) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	<b>Aims</b>	<ul style="list-style-type: none"> <li>• To apply skills and knowledge from M06B to real life contexts.</li> <li>• To innovate, implement and evaluate holistic plans of support for pupils with SLCN, based on theoretical knowledge and evidenced-based practice.</li> </ul>
12.	<b>Learning Outcomes</b>	
	<b>Knowledge</b>	On successful completion of this module, students will have:
		1. Comprehensive understanding of the scope, processes and methods of supporting pupils with SLCN in schools.
	<b>Skills</b>	On successful completion of this module, students will be able to:
		2. Analyse current barriers for pupils with SLCN in accessing any elements of their school and develop original solutions to remove or reduce these barriers.
		3. Construct a holistic profile of the needs of a child or young person with SLCN, including their strengths, synthesising formal and informal assessment information.
		4. Analyse the impact of evidence-informed changes to the learning environment to support SLCN.
		5. Innovate evidence-informed support for pupils with SLCN.
		6. Critically evaluate planned support for pupils with SLCN.
13.	<b>Syllabus</b>	Developing a holistic profile of needs for pupils with SLCN. Barriers to accessing school life for pupils with SLCN. The role of the learning and wider school environment in supporting SLCN. Planning and evaluating effective support for SLCN.
14.	<b>Learning and teaching</b>	will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.

	<p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Allows students to manage and track their progress through the activities and assessments.</li> <li>• Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>As this module is focused on Application &amp; Reflection , the Learning Experiences are based around Practical activities that encourage the student to apply their learning in their workplace. These are supported by other activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> <li>• Reflection on practice, structured through 'learning log' online entries.</li> <li>• Formative exercises such as multiple choice quizzes with instant feedback, and self assessment scales.</li> <li>• Problem-based learning scenarios.</li> </ul> <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>• Directed reading of selected papers, book chapters, specialist online materials.</li> <li>• Use of case study examples, videos and other learning materials.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>• Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.</li> <li>• Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.</li> </ul> <p>Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.</p> <p><b>Assessment</b> is through coursework assignments covering the 6 learning outcomes and will consist of (numbers in brackets refer to learning outcomes assessed)</p> <ul style="list-style-type: none"> <li>• <b>Reflective analysis (1500 words):</b> A reflective audit and action plan of the current barriers for pupils with SLCN in accessing elements of the school, and an evidence-informed action plan to remove or reduce these barriers. (2)</li> <li>• <b>Practice analysis 1 (2500 words):</b> An evaluation of the impact and effectiveness of changes to the learning environment to support SLCN. (4)</li> <li>• <b>Practice analysis (2000 words or equivalent):</b> A case study evaluating planned support for a pupil or pupils with SLCN, based on a holistic profile of needs. (1, 3, 4, 5, 6)</li> </ul> <p>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.</p>
15.	<b>Assessment Weighting</b>

	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	<p><b>Learning materials</b></p> <p><u>Essential</u></p> <p>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:</p> <p>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: <a href="http://www.education.gov.uk/lamb/">www.education.gov.uk/lamb/</a></p> <p>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: <a href="http://www.education.gov.uk/complexneeds/">www.education.gov.uk/complexneeds/</a></p> <p>Directed use of appropriate legislation, Government guidance and reports.</p> <p>Directed use of ICAN online resources:  <a href="http://www.ican.org.uk/What%20is%20the%20issue/1%20CAN%20Evidence.aspx">http://www.ican.org.uk/What is the issue/1%20CAN%20Evidence.aspx</a></p> <p><u>Recommended/indicative reading</u></p> <p>Hayden, S. and Jordan, E. (1990) <i>Language for Learning: A Practical Guide for Supporting Pupils with Language and Communication Difficulties across the Curriculum</i>. London: David Fulton.</p> <p>Hayden, S. and Jordan, E. (2011) <i>Language for Learning in the Secondary School: A Practical Guide for Supporting Students with Speech, Language and Communication Needs</i>. London: David Fulton / NASEN.</p> <p>Ripley, K., Barrett, J. and Fleming, P. (1990) <i>Inclusion for Children with Speech and Language Impairments (Resource materials for teachers)</i>. London: David Fulton.</p>	