Appendix 3l

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	**Module code:**	M07
2.	**Title:**	Speech, Language and Communication Needs
3.	**Credit points:**	30
4.	**FHEQ level:**	7
5.	**Start term:**	Autumn, Spring, Summer
6.	**Module leader:**	Janet Stevens
7.	**Accredited by:**	
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	
9.	**Aims:** Speech, Language and Communication Needs aims to provide students with the opportunity to practice and develop the key skills that will enable them to have a positive impact on the speech, language and communication needs of children in their setting. These skills will be rooted in an understanding of speech, language and communication needs (SLCN) and its relationship to learning and other areas of children and young people's development. Knowledge of the nature and range of SLCN and their potential impacts for children and young people and how needs may be identified, assessed and profiled. Students will leave this module with a tool-kit of ways in which SLCN can be effectively supported and how to do so in joint working within schools and with other agencies supporting SLCN.	
10.	**Learning outcomes:** *(Knowledge and Skills sections can be merged if appropriate)* On successful completion of this module, students will: 1. Hold a comprehensive knowledge and understanding of relevant SLCN and its relevance to pupils' learning, social, emotional development and behaviour. 2. Use advanced understanding of the relationship between SLCN and other areas of SEND to advocate for appropriate provision for pupils. 3. Critically evaluate the impact for pupils with SLCN at the learning, social, emotional and behavioural levels, with reference to current theory and evidence including their role, and the processes and methods used, in identifying, assessing and profiling a child or young person's SLCN. 4. 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 including ways to fully engage those with SLCN in all aspects of their support. 5. Critically evaluate the factors contributing to effective inter-professional and inter-agency collaboration in relation to children with SLCN in order to proactively work with others within their setting.	
11.	**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. • The differences between pupils with DLD (Developmental Language Disorder), and those with transient, 'environmentally generated' SLCN. • 'What Works' website - supporting SLCN by exploring the evidence-based interventions & methods for evaluating the effectiveness of support. • How to adopt a graduated approach to supporting SLCN lead by Quality First Teaching as outlined in the 2015 Code of Practice. • Involving children and young people with SLCN – pupil voice and participation. • Developing and fostering universal level communication & language-rich environments within every classroom. • Roles, responsibilities and structures of services to support children and young people with SLCN.
12.		**Learning and teaching strategy:** 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 peers 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.
13.	**Assessment scheme:**
	(a) Formative assessment scheme Self evaluation questionnaires to self-check knowledge and understanding through the module. All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.

(b) Summative assessment scheme

Task: **Critical analysis 1:** Critically evaluate the role of speech, language and communication development within the educational context.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*3000 words*	*1*	*Ⅹ No* ☐ *Yes*	*Ⅹ No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: **Critical analysis 2:** A critical analysis of SLCN within the school context.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	*1500 words or equivalent*	*2,3,4,*	*Ⅹ No* ☐ *Yes*	*Ⅹ No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: **Practice analysis :** A critique of local policy and practice in joint working with pupils with SLCN.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	*1500 words or equivalent*	*5*	*Ⅹ No* ☐ *Yes*	*Ⅹ No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:
    ☐ an overall aggregate of grade 16;
    ☐ an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component

	x an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component ☐ an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component	
	Seen examination	0 %
	Unseen examination	0 %
	Coursework (no examination)	100 %
14.	**Timetabled examination required**	Yes ☐ **No X**
15.	**Length of exam**	0 hours
16	**Learning materials**	The core reading list for this module can be found on the relevant module page on the Campus Online learning platform. All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc. Additional learning materials can also be accessed via EBSCO. Bercow, J, (2018) *Bercow: Ten Years On.* Available: http://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-WEB.pdf Chandrasekar, R, (2008) 'How Children Learn to Use Language: An Overview of R Narasimhan's Ideas on Child Language Acquisition',Resonance: *Journal Of Science Education*, 13, 5, pp. 430-439 The Communcation Consortium* (2023) *Helpful Tools and Resources* [online] Available at https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/more-resources/ *formally I CAN and The Communcation Trust* Raising Awareness of Developmental Language Disorder (2023) *Developmental Language Disorder* [online] Available at https://radld.org/about/dld/ Royal College of Speech and Language Therapists (2023) *Fail to plan, plan to fail: speech and language therapy workforce planning in England* [Online] Available at https://www.rcslt.org/wp-content/uploads/2023/04/Workforce-planning-in-England.pdf Williamson, G, (2014) *Innate Ability for Language Acquisition*. Available:

		http://www.sltinfo.com/innate-ability-for-language-acquisition/. Speech and Language UK (2023) *What Works database* [online] Available at https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/what-works-database/

In addition, for in-house, joint and franchised programmes only

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	……..%
	PRACTICAL	……..%

18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	

19.	**Module run (NB These should be set up four years in advance):**							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner

20.	**Timetabling information:**
	(a) Please indicate which teaching activities will be offered in this module*:

	LECTURE (LEC)	YES/NO
	SEMINAR (SEM)	YES/NO
	LABORATORY (LAB)	YES/NO
	WORKSHOP (WRK)	YES/NO
	(b) Timetabled	YES/NO
	(c) Student centrally allocated	YES/NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional
	PgCert SEND and Inclusion: Speech, Language and Communication Needs	Core

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)