MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Developmental Language Impairment 1: Identification, assessment and intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>HCM024</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Language and Communication Science</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
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<tr>
<td>Level</td>
<td>7</td>
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MODULE SUMMARY

Module outline and aims

This module will extend your perspectives on language and communication problems in children and give you access to current issues in research on Developmental Language Impairment (DLI), with opportunities to reflect on the implications for support and intervention in a range of settings.

The module will:

- Deepen your knowledge of current research in the field of Developmental Language Impairment.

- Develop your insights into relations between current research and clinical/educational practice in the field of DLI.

- Enhance your ability to apply your knowledge and understanding to work with children with DLI.

Content outline

Topics will include:

- The identification, nature and origins of DLI
- Social disadvantage, language development and DLI
- Single-word processing focusing on lexical phonology
- Pragmatic/social communication skills and the role of social cognition
- Speech processing and intervention
- Intervention with preschool children
- Dynamic assessment
- Language and executive functions
- Intervention with school-age children
WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Explain and critically reflect on current theoretical issues and research methods in language development and DLI.
- Explain and integrate research findings relevant to your area of work and/or interests.
- Describe and justify your use of assessments and interventions in working with a particular client group or client, with reference to current theoretical perspectives, research methods and findings.

Skills:

- Present issues, evidence and conclusions clearly, concisely and coherently in verbal and written presentation.
- Critically evaluate and synthesise relevant research from a range of sources.

Values and attitudes:

- Demonstrate sensitivity to issues of human diversity including culture, ethnicity and disability and act accordingly.
- Show an insight into and respect for the experience of service users and participants in research.
HOW WILL I LEARN?

The module will combine lectures by experts covering current theories and approaches to assessment and intervention with student-led discussions based on prior reading and professional experience. Self-directed study hours will be devoted to guided reading on these topics: students will be given selected papers to read, understand, and critically evaluate in research terms and in terms of consistency with and contribution to their professional practice.

Teaching pattern:

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>Seminar</td>
<td>30</td>
<td>120</td>
<td>0</td>
<td>150</td>
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<tr>
<td>Totals:</td>
<td></td>
<td>30</td>
<td>120</td>
<td>0</td>
<td>150</td>
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WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed through an oral presentation of an assessment and/or intervention for a client group or an individual child motivated by relevant research covered in the module, and a written review of the relevant literature.

Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
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</thead>
<tbody>
<tr>
<td>1500 word literature review supporting case presented orally</td>
<td>Written assignment</td>
<td>50</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>20 minute oral presentation of case (including 5 minutes for questions)</td>
<td>Oral presentation</td>
<td>50</td>
<td>N/A</td>
<td>N/A</td>
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Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes students need to
demonstrate to achieve a certain grade or mark in an assessment. Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

Feedback on assessment

Following an assessment, students will be given their marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 50%. The two components of the assessment are weighted equally. The Programme Specification contains information on what happens if you fail an assessment.

INDICATIVE READING LIST


## CODES

<table>
<thead>
<tr>
<th>HESA Code</th>
<th>Description</th>
<th>Price Group</th>
</tr>
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<tbody>
<tr>
<td>05</td>
<td>Nursing and Paramedical Studies</td>
<td>C</td>
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</table>

<table>
<thead>
<tr>
<th>JACS Code</th>
<th>Description</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>B630</td>
<td>Language pathology: The study of the principles and techniques of therapies for persons with physical or behavioural disorders that affect speaking or comprehension.</td>
<td>100</td>
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