MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Developmental Language Impairment 2: Critical approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>HCM025</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>
</tr>
<tr>
<td>Level</td>
<td>7</td>
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</table>

MODULE SUMMARY

Module outline and aims

This module complements Developmental Language Impairment 1: Identification, assessment and intervention, providing the opportunity for in-depth critical evaluation of research papers on key topics, and discussion of implications for practice, in collaboration with peers and led by expert staff.

The module will:

- Deepen your understanding of theoretical issues, research methods, and implications of findings in the field of Developmental Language Impairment (DLI) and support for children with DLI.
- Develop your skills in critical analysis of research topics, methods and interpretation of findings.
- Enhance your ability to reflect on the relevance and application of research findings to work with children with DLI.

Content outline

Topics will include: identification, prevalence, associated factors, developmental trajectories, assessment and intervention in the preschool, primary and secondary school years.

PREREQUISITES

The prerequisites for this module are:

*Either:* Completion of HCM024 Developmental Language Impairment 1: Identification, Assessment and Intervention

*Or:* A professional qualification in Speech and Language Therapy.
WHAT WILL I BE EXPECTED TO ACHIEVE?

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

Knowledge and understanding:

- Demonstrate in-depth knowledge and understanding of key topics in DLI.
- Select and synthesise theoretical approaches and research evidence in assessing and understanding children’s problems and deciding on contexts, targets and methods of intervention to support them.
- Provide carefully reasoned justifications for support/intervention for individuals or groups drawing on advanced knowledge and understanding of research.

Skills:

- Present research questions, findings and conclusions clearly, concisely and coherently in verbal and written form.
- Critically evaluate motivation for research studies, results, and interpretations.
- Participate in and contribute to DLI research community.

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 comprise six workshops in which students work through selected papers collectively, guided by an expert on the topic. Four sessions will be interspersed for individual and/or peer group preparation of papers to be discussed in the next session.

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>Workshops</td>
<td>Workshops</td>
<td>18</td>
<td>132</td>
<td>0</td>
<td>150</td>
</tr>
</tbody>
</table>
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed through two critical reviews of journal papers following the format of article reviews for the International Journal of Language & Communication Disorders. The first will be a 1000-word review of one of the papers discussed in the workshops and will be a formative assignment. The second will be a 1500-word review of a paper from a selection provided by lecturers or chosen by the student in agreement with the relevant lecturer and module leader, and will be a summative assessment yielding the mark for the module.

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>
</tr>
</thead>
<tbody>
<tr>
<td>1000-word review of research paper - formative</td>
<td>Written assignment</td>
<td>0</td>
<td>N/A</td>
<td>Pass</td>
</tr>
<tr>
<td>1500-word review of research paper - summative</td>
<td>Written assignment</td>
<td>100</td>
<td>50</td>
<td>N/A</td>
</tr>
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</table>

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 Programme Specification contains information on what happens if you fail an assessment.
INDICATIVE READING LIST

Special issue of *International Journal of Language & Communication Disorders* (2014), 49, No. 4, particularly keynote papers:


Version: 1.0
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For Use from: 2017-18

Appendix:

CODES

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