PROGRAMME SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Programme name</th>
<th>Speech, Language and Communication Needs in Schools: Advanced Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award</td>
<td>MSc</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Language &amp; Communication Science</td>
</tr>
<tr>
<td>Programme code</td>
<td>SLMSJLC02</td>
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<td>Type of study</td>
<td>Full-time, Part-time</td>
</tr>
<tr>
<td>Total UK credits</td>
<td>180</td>
</tr>
<tr>
<td>Total ECTS</td>
<td>90</td>
</tr>
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<td>Partner (partnership programmes only)</td>
<td>University College London</td>
</tr>
<tr>
<td>Type of partnership</td>
<td>Joint Programme</td>
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</table>

PROGRAMME SUMMARY

The MSc Speech, Language and Communication Needs in Schools: Advanced Practice is specially designed for both teachers and speech and language therapists but can also offer advanced professional development for other experienced school practitioners working with children and young people who have speech, language and communication needs. There are opportunities within all modules to share theory and professional practice across the disciplinary boundaries of health and education. Participants explore the needs of children with speech, language and communication difficulties from a range of perspectives and examine how teachers and speech and language therapists can work together within inclusive classroom and institutional contexts. By grounding the modules in both an academic base of special and inclusive education and language and communication studies, you are provided with knowledge and skills to meet the needs of these children.

The programme aims to:

- Provide a flexible, professionally-orientated MSc programme for Speech and Language Therapists, teachers and others with a specific interest in speech, language and communication needs.
- Provide participants with a detailed understanding of Special Educational Needs (SEN) in relation to children with Speech, Language and Communication Needs (SLCN) and the relevant current legislation.
- Provide a foundation of knowledge in how children develop speech, language, literacy and numeracy.
- Explore the relationship between cognitive development and speech, language and communication.
- Provide a foundation in the social and emotional development and needs of children with SLCN.
- Develop a critical and constructive approach to working with others.
- Provide knowledge of assessment processes and intervention procedures for children with SLCN.
- Foster applied and theoretical expertise in the subject of language and communication.
- Develop students’ research skills.
- Provide students with opportunities to design their own programme by selecting from available modules.
- Provide input from a wide range of experts in the fields of both theory and practice.
- Provide students with a recognised academic qualification indicating the level of specialised knowledge and understanding.
The MSc programme comprises a taught component plus a dissertation (60 credits). The taught component in turn comprises:

- Four core modules (two at UCL-IOE, two at City)
  - Concepts and Contexts of Special and Inclusive Education (UCL-IOE): 30 credits
  - Social, Emotional and Behavioural Development in Children with Specific Language and Communication Difficulties (UCL-IOE): 30 credits
  - Language, Learning and Development (City): 15 credits
  - Foundations of Research Methods and Applied Data Analysis (City): 15 credits
- Either two electives at City (15 credits each) or one elective at UCL-IOE (30 credits).

Examples of elective modules at UCL-IOE (30 credits each):
- Literacy Development
- Reading and Spelling Difficulties
- Understanding Specific Learning Difficulties (Dyslexia)
- Autism: Research and Practice
- Psychology for Special Needs
- Inclusive Pedagogy
- Literacy Practice in Writing and Comprehension

Examples of elective modules at City (15 credits each):
- Cognitive communication impairments
- Developmental language impairment
- Dysphagia and disorders of eating and drinking
- Child and adolescent mental health: early identification and assessment
- Promoting child and adolescent psychological development.
- Leadership in health management

(See also the City and UCL handbooks and websites for the range of elective modules available).

The taught modules can be taken on a part-time basis over two years, or can be completed on a full-time basis over one year. It is anticipated that clinically/educationally employed students will attend on a part-time basis, completing the taught elements of the MSc programme in two years. The dissertation is completed within one academic year after the completion of the taught modules.

The programme provides three exit routes:

- If you successfully complete all core and elective modules and the dissertation, you qualify for the MSc Speech, Language and Communication Needs in Schools: Advanced Practice.
- If you successfully complete all core and elective taught modules, you qualify for the Postgraduate Diploma in Speech, Language and Communication Needs in Schools: Advanced Practice.
- If you successfully complete four taught modules, you qualify for a Postgraduate Certificate Speech, Language and Communication Needs in Schools: Advanced Practice.

WHAT WILL I BE EXPECTED TO ACHIEVE?

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

**General**

- Critically evaluate and synthesise relevant research literature.
- Critically appraise and integrate different perspectives and theories within each module and across modules.
- Demonstrate in-depth knowledge and understanding of current perspectives, theoretical concepts, research methodologies and research findings in their areas of study.
- Show an ability to work collaboratively across disciplines, and an understanding of the
process of collaborative practice.

- Demonstrate knowledge and understanding of the principles of research design and statistics.
- Consider and evaluate the implications of current research for clinical/educational/social policy and practice.
- Engage in independent study using a range of research resources.
- Demonstrate written and verbal communication skills appropriate to Master’s level.
- Show insight into and respect for the experience of service users and participants in research.

**Knowledge and understanding:**

- Understand the structure and organisation of systems that have influenced the context and working practices of teachers and Speech and Language Therapists (SLTs).
- Describe key aspects of typical and atypical speech and language development.
- Identify the mechanisms that explain how children learn.
- Understand the ways in which SLCN impact on the acquisition of literacy, numeracy and the curriculum generally.
- Understand the relationship between SLCN and behavioural, social and emotional development.
- Understand the models that underpin SLT and classroom pedagogy.
- Critically evaluate key research studies in the field.

**Skills:**

*Intellectual skills*

- Demonstrate an ability to critically review the literature related to SLCN.
- Evaluate the strengths and limitations of theories of development and their relevance to children with SLCN.
- Show increased independence and confidence in learning and enquiry.
- Show enhanced ability to extract and apply key concepts from relevant sources.
- Present a reasoned argument both orally and in writing.
- Work critically with contexts.

*Professional skills*

- Demonstrate an ability to critically review and apply current research on language development, communication patterns and understanding.
- Apply principles underpinning assessment and planning for individuals and groups of children with SLCN.
- Evaluate the ways in which current provision meets the needs of children with SLCN.
- Engage in informed decision-making in different services and educational contexts for learners with SLCN.

**Values and attitudes:**

- Show an evidence based understanding of the variability in typical development and the ways in which children and young people compensate for difficulties with SLCN.
- Clarify and develop ideas, feelings, values and attitudes in relation to children with SLCN.
- Demonstrate critical understanding of a range of value positions within the academic field of education.
- Demonstrate appreciation of the attitudes, values and feelings of other professionals in relation to working with children with SLCN.

This programme has been developed in accordance with the QAA Subject Benchmark for generic master’s level programmes.
### HOW WILL I LEARN?

Different modules are taught in different ways. In some modules a conventional lecture based approach predominates, whilst other sessions are supplemented by a variety of activities, for example, group/pair discussions, case study analysis, role play, the use of simulations. There are opportunities for all participants to contribute in a variety of ways, including giving short presentations or seminar papers or leading group discussions.

Modules are run in various ways. The one core module at UCL-IOE is delivered over 10 afternoons or evenings of the autumn term, the other over 10 evenings in the summer terms; one core module at City runs over three whole days before and after the spring term; and the other core module at City may be taken over five full days or 10 half days in either term. Elective modules may run over whole days or over 10 half days or evenings. Students will plan their module choices and timetable in liaison with programme directors.

In addition, students will do a dissertation of 12,000 words (excluding references and appendices), under the supervision of a member of staff at City or UCL-IOE. The word limit can only be exceeded with the approval of the board of examiners. The final exam board takes place in October/November each year, so students need to submit by 1st September at the latest if they wish to be examined at this board.

Support for students on the programme include:
- An induction programme at both Universities, including introduction to UCL and City libraries, IT and other facilities provided by on-line service.
- Programme handbooks that give detailed information about the programme and advice on study skills and recommended individual modules.
- A general MSc handbook that includes information about university regulations.
- Information about academic literacy sessions tailored for Master's students as well as a programme of academic literacy support at UCL which can be accessed on-line.
- Extensive on-line library and other learning resources and facilities.
- Access to peer support and networking, facilitated by student representatives and tutors.
- Access to a personal tutor.

### WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Some modules are assessed by a written assignment of either 3000 or 5000 words, depending on the module; some may require data analyses, or written work and a presentation. Assignments may involve critical review of literature, case studies, or data analyses. Use of case examples from the students' own institutions are encouraged where possible. In the case of essays, participants may choose from a range of titles.

**Assessment and Assessment Criteria**

Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured. Grade-Related Criteria are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task.

**Feedback on assessment**

Formative feedback will be given during the drafting stage of assignments. Final feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback on end of module assessments within four weeks of the submission.
Assessment Regulations

In order to pass your programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits.

All coursework is assessed according to the grade-related criteria for the programme level, found in the programme handbook. All assignments are either independently marked by two staff members, who meet to discuss and reconcile the marks and comments for each individual, or marked by one staff member with moderation of a proportion of work by a second staff member.

At City, assignments are given a percentage mark, and the Pass mark for each module is 50%.

UCL, assignments are graded from A to D, with D being a failing grade.

Participants are permitted to re-submit a failed assignment on one further occasion, within the same year for City modules, and within 12 months of the original submission for UCL-IOE modules.

An external examiner is appointed by the supreme academic authority and plays an important role in monitoring the quality of the programme and evaluating the effectiveness of the teaching and support provided for the programme participants and the reliability of the judgements made in assessing them.

Further details about assessment regulations at each institution can be found at

http://www.ioe.ac.uk/studentInformation/documents/Study_Home/Regulations_for_the_Assessment_of_Students.pdf

http://www.city.ac.uk/__data/assets/word_doc/0003/69249/s19.doc

If you fail an assessment component or a module, the following will apply:

1. Compensation: where you fail up to a total of 15 credits at first or resit attempt, you may be allowed compensation if:
   - Compensation is permitted for the module involved (see the module specification), and
   - It can be demonstrated that you have satisfied all the Learning Outcomes of the modules in the Programme, and
   - A minimum overall mark of no more than 10 percentage points below the module pass mark has been achieved in the module to be compensated, and
   - An aggregate mark of 50% has been achieved overall.

If you receive a compensated pass in a module you shall be awarded the credit for that module. The original component marks shall be retained in the record of marks and the greater of the original module mark and the minimum pass mark for the module shall be used for the purpose of calculation towards the Award.

2. Resit: you will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you shall be awarded the credit for that module. The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.
If you do not satisfy your resit by the date specified you will not progress and the Assessment Board shall require that you withdraw from the Programme.

If you fail to meet the requirements for the Programme, but satisfy the requirements for a lower-level Award, then a lower qualification may be awarded as per the table below. If you fail to meet the requirements for the Programme and are not eligible for the award of a lower level qualification, the Assessment Board shall require that you withdraw from the Programme.

**WHAT AWARD CAN I GET?**

**Master’s Degree:**

<table>
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<tr>
<th>HE Level</th>
<th>Credits</th>
<th>Weighting (%)</th>
<th>Class</th>
<th>% required</th>
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<tbody>
<tr>
<td>Taught</td>
<td>7</td>
<td>120</td>
<td>With Distinction</td>
<td>70</td>
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<tr>
<td>Dissertation</td>
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**Postgraduate Diploma:**

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<th>HE Level</th>
<th>Credits</th>
<th>Weighting (%)</th>
<th>Class</th>
<th>% required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught</td>
<td>7</td>
<td>120</td>
<td>With Distinction</td>
<td>70</td>
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<tr>
<td></td>
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<td></td>
<td>With Merit</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>With Pass</td>
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**Postgraduate Certificate:**

<table>
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<th>HE Level</th>
<th>Credits</th>
<th>Weighting (%)</th>
<th>Class</th>
<th>% required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught</td>
<td>7</td>
<td>60</td>
<td>With Distinction</td>
<td>70</td>
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<tr>
<td></td>
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<td></td>
<td>With Merit</td>
<td>60</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>With Pass</td>
<td>50</td>
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**WHAT WILL I STUDY?**

**Taught component**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>SITS Code</th>
<th>Module Credits</th>
<th>Core/Elective</th>
<th>Compensation Yes/No</th>
<th>Level</th>
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<td>Concepts and Contexts of Special and Inclusive Education</td>
<td>UCL-IOE</td>
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<td>Core</td>
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<td>Social, Emotional and Behavioural Development in Children with Specific Language and Communication Difficulties</td>
<td>UCL-IOE</td>
<td>30</td>
<td>Core</td>
<td>N</td>
<td>7</td>
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<tr>
<td>Foundations of Research Methods and Applied Data Analysis</td>
<td>HRM020</td>
<td>15</td>
<td>Core</td>
<td>N</td>
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<td>Elective</td>
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TO WHAT KIND OF CAREER MIGHT I GO ON?

Successful completion of the MSc is an advantage in applying for higher grade specialist and managerial posts and for specialisation in the area of special education needs. Graduates are also eligible to apply for a research degree (MPhil/PhD) and for some research posts.

One might expect some of the following, depending on the prior experiences of the programme participants:

- Entry into employment relevant to SLCN.
- Promotion e.g. to SENCO or to a management position for students with several years’ prior experience.
- Progression to higher degrees e.g. MPhil / PhD for students with a consistent profile of grade B and above.
- Participants delivering training to other practitioners in their host institutions.
- Publication in professional journals in the field of language and communication for exceptional students.

If you would like more information on the Careers support available at City, please go to: [http://www.city.ac.uk/careers/for-students-and-recent-graduates](http://www.city.ac.uk/careers/for-students-and-recent-graduates).

WHAT STUDY ABROAD OPTIONS ARE AVAILABLE?
WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?
N/A

WILL I GET ANY PROFESSIONAL RECOGNITION?
N/A

HOW DO I ENTER THE PROGRAMME?

Programme participants will normally have:

A first or second-class UK honours degree, or an equivalent qualification

AND

Either a professional qualification in teaching or Speech and Language Therapy OR at least two years’ experience in an educational setting working with children with speech, language and communication needs.

The degree is also suitable for mainstream teachers and early years practitioners who wish to develop their specialist interest in working with children who have speech, language and communication difficulties.

Applicants who do not meet the direct entry criteria may complete an extended personal statement in order to gauge suitability for studying at master’s level. In exceptional circumstances they may be invited for an interview with the programme leader. For students whose first language is not English, the following qualifications will meet the English language requirement for entry to a postgraduate programme of study:

- A first degree from a UK university
- A first degree from an overseas institution recognised by the University as providing adequate evidence of proficiency in the English language, for example, from institutions in Australia, Canada or the USA.
- International English Language Testing Service (IELTS) score of 7.0 with no subtest scoring below 6.5.
- Pearson Test of English (Academic) score of 72 or above

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