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>Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Language &amp; Communication Science</td>
</tr>
<tr>
<td>Programme code</td>
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<td>Type of study</td>
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</tr>
<tr>
<td></td>
<td>Part-time</td>
</tr>
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<td>Total UK credits</td>
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<tr>
<td>Total ECTS</td>
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<tr>
<td>Partner (partnership programmes only)</td>
<td>University College London</td>
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<tr>
<td>Type of partnership</td>
<td>Joint Programme</td>
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PROGRAMME SUMMARY

The MSc Speech, Language and Communication Needs in Schools: Advanced Practice is specially designed for teachers and speech and language therapists but also offers advanced professional development for graduates from other fields who have experience of working with children and young people with speech, language and communication needs in the school setting. The programme affords opportunities 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, participants 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 other school-based practitioners with experience of children who have speech, language and communication needs.
- Provide a detailed understanding of special educational needs (SEN) in relation to children with speech, language and communication needs (SLCN); relevant
current legislation in the UK; and foundations for applying this in relevant international settings.

- Provide a foundation of knowledge in how children develop speech, language, and literacy.
- 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.
- Provide knowledge of assessment processes and intervention procedures for children with SLCN.
- Develop a critical and constructive approach to working with others.
- Foster applied and theoretical expertise in SLCN.
- Develop research skills.
- Provide input from a wide range of experts in the fields of both theory and practice.
- Provide 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 (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), to be determined in discussion with the Programme Directors.

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 programme offers the option of completing the dissertation at the same time as the taught modules or in the academic year following the completion of the taught modules; however, overseas students requiring a visa may be required to complete the full programme (including the dissertation) in one academic year.

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 taught modules to the value of 60 credits, 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 relevant 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 and critically appraise concepts of special educational need and/or disabilities (SEND), inclusive education, and the organisation of special provision that provide the context for the working practices of teachers and Speech and Language Therapists (SLTs) in the UK, and apply understanding and critical appraisal in relevant international settings.
- Show critical understanding of environmental and cognitive factors that influence development of language and literacy and hence learning.
- Show awareness of and critically reflect on relations between SLCN and behavioural, social and emotional development.
- Analyse the ways in which SLCN impact on the acquisition of literacy, take-up of the school curriculum, and participation in school.
- Critically appraise models that underpin collaborative SLT and teaching support for children with SLCN.
- Evaluate existing knowledge and determine areas for development within multi-professional and interdisciplinary contexts.

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.
• Plan and conduct an independent, substantial and in-depth research study
• Produce a dissertation reporting a research study at a level appropriate for journal submission.

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.

The time schedule for taught modules varies. They may be delivered over 10 afternoons or evenings once a week through a term, or over 3-5 whole days. Students will plan their module choices and timetable in liaison with programme directors.

In addition, students complete a dissertation reporting an independent empirical study, secondary data analysis, or in-depth literature review, normally in the form of an article.
for an appropriate journal, on an agreed topic and under the supervision of a member of staff at City or UCL-IOE.

Support for students on the programme includes:

- 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-IOE 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

Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project), feedback will normally be provided within four weeks. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at:
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.

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

At UCL-IOE, assignments are awarded uninflected grades from A to D, with D being a failing grade. While this grading system remains in place, UCL-IOE will convert grades awarded to percentages for students on this joint programme and provide these percentages to City for calculation of final awards.

Taught modules at UCL IOE carry 30 credits each, taught modules at City carry 15 credits each, and the dissertation module carries 60 credits, making up a total of 180 credits for the MSc.

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

1. Compensation is not permitted on this programme.

2. Resit: where you are not eligible for compensation at the first attempt, you will be offered one resit attempt.

   If you are successful in the resit, you will be awarded the credit for that module. The mark for each assessment component that is subject to a resit will be capped at the pass mark for the module. This capped mark will be used in the calculation of the final module mark together with the original marks for the components that you passed at first attempt.

   If you do not meet the pass the requirements for a module and do not complete your resit by the date specified you will not progress and the Assessment Board will require that you be withdrawn from the Programme.

   If you fail to meet the requirements for the Programme, the Assessment Board will consider whether you are eligible for an Exit Award as per the table below.

   If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at:

Further details about assessment regulations at UCL-IOE can be found at:
[http://www.ioe.ac.uk/studentInformation/documents/Study_Home/Regulations_for_the_Assessment_of_Students.pdf](http://www.ioe.ac.uk/studentInformation/documents/Study_Home/Regulations_for_the_Assessment_of_Students.pdf)
### 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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<tr>
<td>Taught</td>
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<td>120</td>
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<td></td>
<td>With Merit</td>
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<td>Without classification</td>
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<table>
<thead>
<tr>
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<th>Credits</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Dissert</td>
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#### Postgraduate Diploma:

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<th>Class</th>
<th>% required</th>
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<tr>
<td>Taught</td>
<td>7</td>
<td>120</td>
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#### Postgraduate Certificate:

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<th>Weighting (%)</th>
<th>Class</th>
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<tr>
<td>Taught</td>
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<td>60</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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<tbody>
<tr>
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<td>Core</td>
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Social, Emotional and Behavioural Development in Children with Specific Language and Communication Difficulties

<table>
<thead>
<tr>
<th>Module Title</th>
<th>SITS Code</th>
<th>Module Credits</th>
<th>Core/Elective</th>
<th>Can be compensated?</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>UCL-IOE</td>
<td>30</td>
<td>Core</td>
<td>N</td>
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Foundations of Research Methods and Applied Data Analysis

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Language Learning and Development

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Either two electives at City (15 credits each) or one elective at UCL-IOE (30 credits), to be determined in discussion with the Programme Directors

<table>
<thead>
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<th>Module Title</th>
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Dissertation component

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<th>Level</th>
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<td>Core</td>
<td>No</td>
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You are normally required to complete all the taught modules successfully before progressing to the dissertation.

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 consistently high academic profile.
• 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.

WHAT STUDY ABROAD OPTIONS ARE AVAILABLE?
N/A

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.

Applicants may also be invited for an interview with the programme leader and acceptance onto the programme subject to the interview. 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. 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
Recognition of Prior Learning (RPL)
In line with Senate Regulation 19, a student may request recognition of prior learning (RPL) for studies in this or another institution. RPL will normally only be granted for Elective Modules. However, a student may apply for RPL for a Core Module they have studied at City or UCL-IOE on a stand-alone basis providing the application is considered within no more than five years of completion of that Module. Applications for RPL will be assessed and decided by the City and UCL-IOE Programme Directors jointly.

Version: 1.4
Version date: January 2018
For use from: 2018-19