



Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from
The University of Sheffield

1	Programme Title	Language and Communication Impairment in Children
2	Programme Code	HCST16
3	JACS Code	B600
4	Level of Study	Postgraduate
5a	Final Qualification	Postgraduate Certificate (PG Cert)
5b	QAA FHEQ Level	Masters
6	Intermediate Qualifications	None
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Medicine, Dentistry and Health
9	Department	School of Health Sciences: Division of Human Communication Sciences
10	Other Departments involved in teaching the programme	None
11	Mode of Attendance	Part-time by distance learning
12	Duration of the Programme	Normally 1 year, although up to a further year can be taken for the completion of assessment
13	Accrediting Professional or Statutory Body	Not applicable
14	Date of production/revision	November 2004, Revised March 2016, Revised January 2019

15. Background to the programme and subject area

The Postgraduate Certificate in Language and Communication Impairment in Children (LACIC) is a continuing professional development, distance learning programme for people with experience of working with children with speech, language or communication impairment in a clinical or educational setting. At present, there is only one other distance learning programme on this subject in the UK. The Division of Human Communication Sciences, with its multi-disciplinary staff of speech and language therapists, psychologists, linguists, phoneticians and teachers, is in an ideal position to offer such a programme.

The programme has been designed as both a means of providing a stand-alone qualification and also as a one-year foundation programme to provide an entry route into more advanced postgraduate-level study for those students who demonstrate an appropriate level of achievement at the certificate level. As a stand-alone qualification, the programme provides the opportunity to develop knowledge of speech, language and communication in typically developing children and extends the learner's existing skills in working effectively with children with special educational needs. Although this programme does not provide a professionally accredited qualification in either teaching or speech and language therapy, gaining a certificate in Language and Communication Impairment in Children is likely to enhance job prospects for those aiming for employment in these specialist areas.

The delivery of the programme by distance learning provides maximum flexibility for learners balancing the demands of study and continuing employment. All course content and essential reading is provided online, with ongoing support from teaching staff through online discussion and email. Independent learning is complemented through attendance at three study weekend courses which usually take place in September, January and April. These provide the opportunity to meet with teaching staff, expert practitioners and fellow students.

Further information is available at the Health Sciences School website: <http://www.shef.ac.uk/heath-science>.

16. Programme aims

The aims of the Certificate in Language and Communication Impairment in Children are:

1. To provide a joint professional development course at foundation level for people working in the field of language and communication impairment in children who may not have a professional qualification or the traditional entry requirements for postgraduate study;
2. To promote greater understanding and increase knowledge of typical language and communication development and impairment, to consider the consequences for children's learning, and to reflect on the implications for practice;
3. To facilitate understanding of issues relating to collaborative practice amongst those working with children with language and communication problems.

17. Programme learning outcomes

Knowledge and understanding:

On completion of the Post-Graduate Certificate students are expected to be able to demonstrate:

K1	An informed knowledge and understanding of the role of spoken language in education, models of speech, language and communication, and the pattern of typical speech, language and communication development.
K2	A critical understanding of theories of cognitive development and how these relate to aspects of classroom practice that facilitate language learning and language teaching.
K3	An informed knowledge and understanding of the individual differences in speech, language, literacy and communication skills in children, and of the intervention strategies used in inclusive and special education.
K4	An appreciation of the roles and responsibilities of professionals involved in the education of children with language and communication difficulties.
K5	A critical knowledge and understanding of key research findings relevant to speech, language and communication impairment.
K6	Knowledge and understanding of the principles of evidence-based practice.

Skills and other attributes:

On completion of the Post-Graduate Certificate students are expected to be able to:

S1	Undertake a comprehensive search of the research literature.
S2	Critically analyse research findings relevant to speech, language and communication impairment.
S3	Synthesize research and practice, review relevant literature and develop a coherent and sustained argument in writing.
S4	Work collaboratively with other professionals involved in the education of children with language and communication difficulties.
S5	Analyse the speech, language and communication impairments, experienced by children.
S6	Evaluate the evidence base for their practice.
S7	Apply knowledge of cognitive, language and communication development, and of individual differences in these areas, to classroom (or other relevant educational) contexts.

18. Teaching, learning and assessment

Development of the learning outcomes is promoted through the following teaching and learning methods:

1. **Induction procedures:** Prior to the start of the programme, students have access to a pre-course web-site that provides a reading list and links to materials to prepare for return to study and for the development of information literacy to support e learning.
2. **Independent study** is the main element in this distance learning programme. Learning support materials are provided via MOLE (Blackboard) and the Library e resources for all modules. This includes core readings and associated activities. Extension materials are provided across a continuum to enable students to build on

their existing knowledge base. Independent study via MOLE (Blackboard) and the e resources covers almost all learning outcomes (K1-6, K10, S2, S4-7). Use is also made of an interactive CD Rom, specifically developed for students to target K1, S5.

3. **Seminars** are held during study weekends to enhance the understanding of module subject content gained from independent study and specifically address K1-6, S2, S4, S6-7. In the first year learning opportunities are available in searching the literature (S1).

4. **Online Tutorial and collaborative activity and Discussion boards** focus on the critical analysis of theoretical perspectives and research findings (K2, K5, S2) the development of collaborative practice and the application of knowledge and understanding to practice (K3, K4, K6, S4, S6, S7).

5. **Feedback on outlines prepared for assignments, and on assignments** support students' ability to develop academic skills in writing (S3).

6. **Tutorial support via email / telephone** is also available to support assignment writing (S3).

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

Through written assignments equivalent to 3,000 words for each 15 credit module. Successful completion will require demonstration of learning outcomes K1-6 and S1-3; S5-7.

Although participation in online learning and study weekend activities does not contribute to the award, it also provides students with the opportunity to demonstrate learning outcomes K1-6, S4, and to receive feedback.

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

The learning outcomes reflect recommendations from:

documents on the training of speech and language therapy assistants by the Royal College of Speech and Language Therapists (TASLTM 1996)

The Joint Professional Development Framework (DfES, ICAN 2001).

The National SEN Specialist Standards in communication and interaction by the Teaching Training Agency (1999).

Framework for Higher Education Qualifications (2008)

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>

University Strategic Plan

<http://www.sheffield.ac.uk/strategicplan>

Learning and Teaching Strategy (2016-21)

<https://www.sheffield.ac.uk/staff/learning-teaching/our-approach/strategy2016-21>

and the research interests of the staff of the Division of Human Communication Sciences.

20. Programme structure and regulations

The Postgraduate Certificate in Language and Communication Impairment in Children is a one-year, part-time distance learning programme, although students are allowed up to one further year after this initial study period for the purpose of completing all the assignments. During this additional period, students will continue to receive tutorial support by e-mail, or by telephone if required.

To be eligible for the Certificate award, students must have acquired 60 credits from the successful completion of four core modules of 15 credits each, within a maximum of two years.

Students who have successfully completed the four modules, normally within a year, but who wish to continue their studies at a more advanced level by transferring into the second year of the Postgraduate Diploma in Language and Communication Impairment may do so at the discretion of the Examinations Board. In this case, students do not receive the Certificate award, unless as a fall-back award for subsequent non-completion of the Diploma where completed within 2 years of initial registration. For further information about the Postgraduate Diploma programme, please refer to the separate programme specification.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <https://www.sheffield.ac.uk/calendar/regs>

21. Student development over the course of study

The postgraduate certificate programme has been structured so that students who work with children with special educational needs, but who may have little or no prior knowledge of language impairment, can gradually progress from the understanding of typical to atypical speech, language and communication development, and the implications of this for teaching and learning.

The first module to be assessed on the programme is delivered at Honours (H) level to allow student to re-acquaint themselves with academic study and to develop their skills as distance learners using e learning. It includes opportunities for reflection of themselves as learners, for the development of e learning skills and to develop academic writing skills.

All subsequent modules are delivered at Masters (M) level. In the second module to be assessed students have opportunities to further develop academic skills in searching for literature and in critical analysis of research papers. Students will be required to demonstrate critical analysis skills in this and subsequent assignments.

Certificate modules present an overview across the field of language and communication impairments, and an introduction to research and evidence based practice.

Throughout, students are supported in their learning by the module structure and materials, and by tutorial support. By the end of the programme, as a result of practically-based assignments and web-based group discussion, students should have growing confidence in their ability to apply this knowledge to their work with children with special educational needs; in particular to children with speech and language difficulties.

22. Criteria for admission to the programme

Detailed information regarding admission to the programme is available at:

<https://www.sheffield.ac.uk/postgraduate/taught/courses/2020/language-and-communication-impairment-children-msc-pg-certificate-pg-diploma>

Applicants for the PG Certificate will normally have:

- two years full-time relevant work experience with children.
- a first degree or a degree-level professional qualification or they will have successfully completed HCSU03 Advanced Certificate Language and Communication in Children, usually with an overall course mark of 60% or above.

In addition to these formal entry requirements, applicants will also be expected to have easy access to a personal computer, the internet, and possess basic word processing skills

Applicants whose first language is not English must also meet the requirements of the University of Sheffield which can be found at <http://www.shef.ac.uk/postgraduate/info/englang>.

23. Additional information

For details of staff and research interests visit <https://www.sheffield.ac.uk/health-sciences/our-research/clusters>

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.