



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>						
<b>Teaching institution</b>	<b>Leeds Trinity University</b>						
<b>'Parent' Faculty</b> ( <i>ICE / BCDI / SHS</i> )	<b>ICE</b>						
<b>'Parent' School</b>	<b>CYPF</b>						
<b>Professional accreditation body</b> ( <i>if applicable</i> )	<b>n/a</b>						
<b>Final award</b> ( <i>eg. BA Hons</i> )	<b>PG Cert level 7</b>						
<b>Title of programme(s)</b>	<b>Advanced Practice in Speech, Language and Communication Needs</b>						
<b>Subsidiary award(s)</b> ( <i>if any</i> )	<b>n/a</b>						
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	<b>n/a</b>						
<b>Duration and mode(s) of study</b>	<b>12 months – Blended Face to Face / Online</b>						
<b>Month/year of approval of programme</b>	<b>June 2023</b>						
<b>Start date</b> ( <i>this version</i> ) ( <i>month and year</i> )	<b>September 2023</b>						
<b>Periodic review next due</b> ( <i>academic year</i> )	<b>2028</b>						
<b>HECoS subject code(s)</b>	<table border="1"> <tr> <td><b>100473</b></td> <td><b>Health Studies 25%</b></td> </tr> <tr> <td><b>100255</b></td> <td><b>Speech and Language Therapy 50 %</b></td> </tr> <tr> <td><b>100459</b></td> <td><b>Education Studies 25%</b></td> </tr> </table>	<b>100473</b>	<b>Health Studies 25%</b>	<b>100255</b>	<b>Speech and Language Therapy 50 %</b>	<b>100459</b>	<b>Education Studies 25%</b>
<b>100473</b>	<b>Health Studies 25%</b>						
<b>100255</b>	<b>Speech and Language Therapy 50 %</b>						
<b>100459</b>	<b>Education Studies 25%</b>						
<b>UCAS course code &amp; route code</b> ( <i>available from Admissions</i> )	<b>n/a</b>						
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) ( <i>available from Student Administration</i> )	The route code is: APSLACN The course code: PCLTUAPSCN						
<b>Delivery venue(s)</b> ( <b>please also indicate partner institutions where relevant</b> )	<b>Leeds Trinity University and online</b>						

### 2. Aims of the programme

#### **Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)**

Government policy has asked the NHS, educational providers and social care to work together on developing the early identification provision within educational settings and focus on workforce development to counteract the poor outcomes of children with SEND. The highest %

area of need nationally in SEND is SLCN. Thus, this course aims to prepare you to develop provision in various settings in our education sector linked to this area of need.

This programme is unique as it focuses on developing your practice in a setting to meet the often-complex needs of children who have barriers to their speech, language and communication which stops them from making progress educationally, socially and emotionally. There is a significant correlation between unaddressed SEND and mental health needs in later life. This course will equip you to address these needs through an early intervention approach.

The aims of the programme are to:

develop an advanced level of understanding and knowledge about the speech, language and communication development in children and young people including the barriers that children may face accessing educational provision

develop the skills, expertise and abilities to accurately assess and identify speech, language and communication needs including the ability to use various tools, tests and approaches to undertake this process in a detailed manner

develop advanced knowledge and understanding of a range of strategies and environmental adaptations to support speech, language and communication differences and needs in an educational setting including the skills and capabilities to develop these within an educational setting

enable you to critically appraise your own professional, interpersonal and inclusive practice in developing your setting's provision in SEND.

develop your ability to critically appraise and evaluate information and evidence-based practice, enhancing academic skills, professional expertise and capabilities in preparing for future practical, professional and academic uses of your learning.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P) (*for example, lab skills and similar*)
- employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have *demonstrated*:

- K1 an advanced knowledge of speech, language and communication development in children and young people including the barriers that children may face accessing educational provision
- K2 the ability to evaluate and produce practical and theoretical responses to removing the barriers to speech, language and communication development
- K3 knowledge of the factors which support the development of speech, language and communication needs
- K4 understanding of how settings can respond to speech, language and communication needs
- I1 the ability to evaluate critically their own and others' professional and academic skills and knowledge, developing and implementing solutions to address personal learning and professional gaps, within an educational setting;
- I2 the ability to analyse and evaluate the potential uses of new identification and assessment methods in problem solving in educational setting in monitoring, planning and developing provision;

- I3 effective and sustained communication of practice, results of research, arguments and professional reflection appropriately to diverse audiences and client groups in educational settings;
- I4 secure use of analytical techniques and assessment techniques appropriate to the study of education, SEND and speech language and communication needs, drawing on qualitative and quantitative sources and methodological approaches, and utilising appropriate technologies;
- P1 understand and demonstrate effective personal and professional skills as applied to an educational setting;
- P2 understand and be able to apply safe, legal and ethical practice in the planning and delivery of assessments interventions, support strategies;
- P3 understand and be able to apply multi-agency working methods in respect of children and vulnerable young adults;

Employability skills (postgraduate)

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

This programme uses the DFE documentation on SEND developments and policy in schools and wider issues linked to attendance, behaviour, vulnerable groups and mental health. The programme draws on knowledge, skills and practice from across educational and health care subject areas. There is no appropriate or explicit subject benchmark statements appropriate for this programme.

### 4. Learning outcomes for subsidiary awards

*The text below should be amended to contextualise the subsidiary/fallback awards. Similarly formatted (and specific) information should be included for the subsidiary/fallback awards for postgraduate programmes, i.e. Postgraduate Certificate and Postgraduate Diploma (see A3.5 of PDAH).*

<b>Guidance</b>	
	n/a

### 5. Content

#### Summary of content by theme

(providing a 'vertical' view through the programme)

There are three key areas of content linked to programme:

- 1 The actual understanding of SLCN, the development of SLCN in CYP and types of barriers that can develop in a setting
- 2 The strategies to identify needs effectively
- 3 The approaches and tools that can be used to remove these barriers and meet need

The programme is built around 3 key strands which are introduced in module 1.

The first strand considers the underpinning knowledge which informs policy and practice in delivery of advanced educational practice in SEND

The second strand concerns work-related and professional skills, which includes understanding and developing professional practice in SLCN, as well as ethical awareness and developing skills for critical reflective practice

The final strand is academic skills, which are consolidated into the modules, as well as where appropriate being taught separately in the induction. Of central importance in this strand is the development of research skills along with effective written and spoken communication, to diverse audiences. This extends to a consideration of writing for other professional audiences such as local authority, health referrals, SLCN reports, and the integration of evidence-based practice into communications.

There will be cross-cutting themes linked to inclusion covered in each module linked to poverty, race, gender and culture. Both direct and indirect discrimination will be examined across all modules.

Finally, the programme will always focus on critical analysis and evaluation of evidence informed practice and skills.

## 6. Structure

### **PGCert Advance Practice in Speech, Language and Communication Needs**

Duration: 1 year part-time

**Level 7** – with effect from September 2023

**Core:** Students are required to take:

CYP7012	Understanding speech, language and communication development in children and young people+	Term 1	20 credits
CYP7022	Identification and assessment of speech, language and communication needs within educational settings+	Term 2	20 credits
CYP7032	Developing provision for speech, language and communication needs for children and young people+	Term 3	20 credits

Indicate as applicable:

+ The indicated module(s) are not available to visiting students.

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and academic experience for the programme

Leeds Trinity University's Learning, Teaching and Assessment Strategy states that learning will be applied, collaborative and engaged. The programme has been developed with the DfE focus of evidenced based practice as a key working method with CYP with SLCN needs. The programme integrates the acquisition and application of research knowledge, theory and practice and equips graduates with advanced knowledge and skills in the arena of educational and health care support for CYP with SLCN needs.

The programme content is delivered by a wide variety of teaching methods including blended learning and work-based experience. This will also include lectures, seminars, tutorials, group work, workshops, problem-based learning, case studies, directed and self-directed activities. Using this diverse approach to learning encourages students to develop problem-solving, communication and personal skills. Practical work, in the form of presentations, group-work and practice activities, form an essential part of the programme, which reflects the practical nature of the field. Practical work enables students to reinforce deeper understanding of topics as well as developing specific skills. The programme also provides opportunities for students to consolidate and practically apply their learning, with optional and flexible assessments opportunities linked to their workplace settings. It is expected that students be working full-part or part-time, in an educational or health care setting, with the support of the setting to undertake their practice assignments. Each module follows a pattern of a day on campus at the weekend and then 3 sessions for 3 hours online. There will be video and work-related tasks to complete between sessions. There are then group and individual tutorials online prior to an online and campus study support session which is optional. The submission for each portfolio is after a school holiday. The submissions will be in: February, May, and August.

Students' learning is supported via the use of appropriate technology. This includes the use of the Moodle virtual learning platform as a learning resource for every module. Additional sector specific

technology is integrated into module learning, such as GL analytics for SEND, lecture capture and Panopto for video recording of lectures, podcasts, assessment support and assessment feedback. Alongside taught sessions, students are expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading. Online sessions will also be timetabled into the programme at appropriate points. Additionally, to develop students' experience with multi-disciplinary thinking and working, case study work will be developed from a range of perspectives.

The course will have an induction both on campus and online for a 2-hour session. There will be access to the University PG induction events and activities. Each student will have access to a personal tutor and our mentoring services.

There will be bespoke (optional) opportunities for academic induction into the library and from the learning support services. There will be video material and tutorials on academic skill development at the start of the course.

There will be the opportunity for students to engage in online community activities alongside the on-campus teaching.

## 7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓	Assessed learning outcomes of the programme											Skills development								
	K1	K2	K3	K4	I1	I2	I3	I4	P1	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Advanced Knowledge of SLCN</i>	<i>Practical &amp; theoretical</i>	<i>Knowledge of factors supporting</i>	<i>Understanding of setting responses</i>	<i>Critical evaluation of skills &amp; knowledge</i>	<i>Analyse &amp; evaluate uses of identification</i>	<i>Effective &amp; sustained</i>	<i>Use of analytical and assessment</i>	<i>Demonstrate effective personal &amp;</i>	<i>Apply safe, legal and ethical practice</i>	<i>Understand and apply multi-agency</i>	<b>Self-management</b>	<b>Teamworking</b>	<b>Business &amp; sector awareness</b>	<b>Problem-solving</b>	<b>Communication</b>	<b>Application of numeracy</b>	<b>Application of IT</b>	<b>Entrepreneurship / enterprise</b>	<b>Social, cultural &amp; civic awareness</b>
CYP7012 Understanding speech, language and communication development in children and young people.	x		x	x	x		x	x	x		x	x	x		x	x				
CYP7022 Identification and assessment of speech, language and communication needs within educational settings.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CYP7032: Developing provision for speech, language and communication needs for children and young people	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	

Keep headings very brief, i.e. **up to 3 or 4 words**.

The module code **and** title of the module should be included on the left-hand side.

## 8. Entry requirements

<b>Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?</b>	Yes and additional below entry requirements below
<b>Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)</b>	<p>2.2 or equivalent work, based in a school, other educational setting such as early years setting or clinical experience shown in application.</p> <p>Alternatively, a portfolio of relevant CPD, CV and a letter of application documenting level 7 skills and experience.</p> <p>All candidates must provide a letter of support from their workplace which agrees to giving the student the relevant support and access to learning environments</p> <p>All applicants need access to a school or similar setting such as an early year's provision and to be working with children.</p> <p>They will need to have English GCSE grade 4 or above, or equivalent</p>

## 9. Progression, classification and award requirements

<b>Details of requirements for student progression between levels and receipt of the award(s)</b> (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
The following regulations apply, together with the General Academic Regulations ( <u>delete those not relevant</u> ): <ul style="list-style-type: none"><li>• Programme Regulations for Taught Postgraduate Degrees</li></ul>

## 10. Prerequisites

<b>Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award</b> <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>
n/a

## 11. Additional support needs

<b>Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme</b>
Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.