

COURSE OUTLINE

Advanced Certificate - Language and Communication Impairment in Children (LACIC)

The course runs over the full calendar year from September of each year.
It has four modules that run consecutively.

Module Outlines

HCS 276 Cognitive Development and Learning

This module considers those features of a child's development that underpin the emergence of communication and language and learning. It provides a description of children's physical, social and cognitive development, including numeracy and literacy development. Key theories of development are also presented. Aims are to:

- Induct students into the programme and prepare them for successful learning at a distance, including how to use the online learning resources (MOLE)
- Provide an overview of key aspects of children's physical, social and cognitive development (including numeracy and literacy development)
- Present key theories of development
- Develop students' understanding of children as thinkers and learners
- Develop skills related to information literacy, academic study and essay writing.

HCS 275 Speech, Language, Communication Development

This module considers speech, language and communication from the perspective of linguistics, including speech sounds, grammar, meaning and social use. It presents development of these skills in typically-developing children from birth to adolescence. Students also develop skills in the analysis of children's language. Aims are to:

- Develop students' knowledge and understanding of the typical development of speech, language and communication in children
- Present the components of language from the perspective of linguistics, including speech sounds, meaning, grammar and social use
- Provide opportunities to practice skills in analysing children's language.

HCS 277 Speech Language Communication Needs

This module builds on the knowledge of typical speech, language and communication development in children acquired in an earlier Unit. It introduces students to a range of speech, language and communication impairments experienced by children with special educational needs. It outlines the most common conditions, and how these present in children. Aims are to:

- Develop concepts of speech, language and communication needs
- Describe the features of the more common speech, language and communication difficulties in children
- Raise awareness of the relationship between spoken and written language difficulties
- Develop skills in describing the speech, language and communication skills of children with special education needs
- Apply new knowledge to the recognition of the speech, language and communication difficulties demonstrated by children in the students' working context.

HCS 280 Working with Children with SLCN

This module builds on the knowledge base and skills acquired, and promotes application of these to working with children with SLCN. It discusses the role of spoken language in learning and the range of skills that underpin the educational progress of children of all ages. It explores the facilitation of language learning and language teaching. It includes discussion of the critical processes involved in learning, and an outline of the key processes of teaching and classroom management. Aims are to:

- Integrate knowledge and skills gained in the previous 3 units and promote application of these to practice
- Develop awareness of the importance of spoken language in education and learning and recognition of the likely impact of written and spoken language impairments on access to the curriculum
- Encourage students to consider speech, language and communications needs in relation to the whole child
- Discuss collaborative working with the range of professionals and the role of families and children's wider social networks in relation to their speech, language and communication needs.

Teaching and Learning Methods

Independent Study: This is the main mode of delivery for course content in this distance learning programme. You are provided with a range of online learning support material via 'Blackboard', the University's online learning environment. This will include readings and associated learning activities, links with appropriate web-based material and participation in online discussions, with tutor support. Core readings will be supplied electronically via the University Library. On starting the course, students must have a good, reliable internet connection, easy access to a computer and be confident in using a computer and the internet. It is important to apply for the course well ahead of the start date, to allow time for individual access to University online learning facilities - essential for course study - to be set up before the course begins.

Study Days

There are usually three study day events across the course. While not compulsory, students are expected to attend these if at all possible, as they are an integral part of the course. We do understand that this may not be possible for students based outside of the UK, or who have particular circumstances. The lectures and workshops will support your independent study. The study days also provide an excellent opportunity to meet fellow students and tutors and share experiences.

Tutorial Support

Contact with tutors and other students is maintained through 'Blackboard', in discussion boards and other activities, and by email. This will support your independent study and assignment preparation.

Assessment

Each module is assessed by written assignment.

If you require any further information about the course, please contact hcs-admissions@sheffield.ac.uk