

## Module specification

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Module Code	SLT402
Module Title	Development and Learning Across the Lifespan
Level	4
Credit value	20
Faculty	Social and Life Science
HECoS Code	100255
Cost Code	GALT

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Speech and Language Therapy	Core

### Pre-requisites

N/A

### Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops, IPE events	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>36 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

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Initial approval date	31/8/22
With effect from date	Sept 2022
Date and details of revision	27/9/22 Admin correction to LO3
Version number	2

## Module aims

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- You will be introduced to the major theories of human development and the process of change across the lifespan.
- You will learn about theories and models of learning, language acquisition and reflection.
- You will explore whole system/environmental approaches to inclusive communication and accessible information.
- You will begin to explore the relationship between language and literacy in relation to specific conditions.
- You will cover theoretical models of multilingualism and patterns of development across the lifespan.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Describe the major theories of human development through the lifespan.
2	Describe the theories and models of learning and reflection.
3	Describe the biological, physiological and social changes during typical development.
4	Describe the theoretical models of language and literacy acquisition.

## Assessment

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This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

### Formative Feedback:

There will be opportunities built into the teaching and learning to prepare for the formative assignment to support student's academic style and skills. Case based examples will be utilised to bring theories to life. There will also be peer practice opportunities to gain feedback and develop early theoretical rationale with applications to real life cases.

### Summative Assessment:

This will be a 2500-word, written assignment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Written Assignment	100%

## Derogations

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A minimum pass mark of 40% must be achieved in this module and compensation is not available.

## Learning and Teaching Strategies

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The Active Learning Framework (ALF) will be utilised in the delivery of this module through synchronous and asynchronous content. It will consist of lectures, workshops, seminars, interactive online content and meaningful collaborations. The workshops will support class lectures and enable students to develop communication skills and foster creativity and innovation through the sharing of ideas. Students will be encouraged to share their peer feedback, reflections, learning and experiences with each other. There will be opportunities to collaborate with students from related education programmes and hear from experts in related fields.

## Indicative Syllabus Outline

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This module will cover the following indicative content:

- Major theories of human development
- Major theories and models of learning and reflection, including adult learning.
- Theoretical models of language acquisition (nature, nurture, interactionist views) and change over the lifespan including pragmatics, social skills, semantics and grammar development
- Theoretical models of literacy acquisition including atypical and typical development of literacy across the lifespan and the relationship between literacy and language
- Biological, physiological and social changes during typical development
- Multilingualism
- The role of language in the school curriculum and the role of educational professionals, support staff and organisations
- Relationship between spoken and written language abilities
- Dyslexia, dyscalculia, dysgraphia

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Sheridan, M. D., Sharma, A. and Cockerill, H. (2015). *Mary Sheridan's From Birth to Five Years: Children's Developmental Progress*. 4<sup>th</sup> edition. London: Routledge

Wang, X. (2015). *Understanding Language and Literacy Development: Diverse Learners in the Classroom*. Wiley Blackwell

### **Other indicative reading**

Alcock, K., Meints, K. and Rowland, C.F. (2020). *The UK Communicative Development Inventories: Words and Gestures*. Guilford, UK: J&R Press

Bee, H., & Boyd, D. (2013). *The Developing Child*. New International Edition. Pearson Education.

Boyd, D., & Bee, H. (2019). *Lifespan Development* (8th ed.). Pearson Education.

Capone Singleton, N., & Shulman, B. (Eds.). (2018). *Language Development: Foundations, Processes and Clinical Applications*. Jones & Bartlett Learning.

Horst, J., & Torkildsen, J. (2019). *International handbook of language acquisition*. Routledge.

### **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

#### **Core Attributes**

Engaged  
Ethical

#### **Key Attitudes**

Commitment  
Curiosity  
Adaptability

#### **Practical Skillsets**

Organisation  
Emotional Intelligence  
Communication