Module Descriptor

Title	Literacy across Learning		
Session	2025/26	**Status**	
Code	PGES11008	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	J Ellis		

Summary of Module

The overarching aim of the module is to enhance the individual's role in the promotion (and attainment) of literacy in and across their professional context; both in their own immediate learning environment and through collaborating with other 'key stakeholders' e.g. peers, the wider professional community and/or parents as applicable. This is achieved by exploring the main theories, principles underpinning current approaches to the teaching, learning and assessment of literacy and by enabling the learner to exercise substantial autonomy and initiative in the adoption of a systematic, well organised and focused approach to the teaching and promotion of literacy within their professional context and in line with relevant policy frameworks/initiatives.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☐	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Appropriate to the aims of professional context-specific frameworks/policies, critically examine existing research on the teaching of literacy as a means of informing transformative educational practice.
L2	Demonstrate enhanced professional knowledge and understanding of the broad concept of literacy and of effective evolving pedagogy, appropriate to the aims of professional context-specific frameworks/policies.
L3	Review, consolidate and extend educational skills, practices and thinking to enhance effective promotion and attainment of literacy across the learning context.
L4	Communicate effectively in module discussion, enhancing through collaboration, a shared understanding of 'literacy' and its significance as a life skill.
L5	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Critical understanding of the principal theories, principles and concepts relating to the teaching and promotion of literacy. Critical understanding of a range of theories, principles and concepts relating to the teaching and promotion of literacy. Critical awareness of current issues in literacy.
Practice: Applied Knowledge and Understanding	**SCQF 11** Using a significant range of the principal skills, techniques, practices and/or materials which are associated with the teaching of literacy. Demonstrating originality or creativity in the application of knowledge, understanding and/or literacy practices in learning and teaching.
Generic Cognitive skills	**SCQF 11** Developing original and creative responses to problems and issues relating to specific professional contexts. Critically reviewing, consolidating and extending knowledge, skills practices and thinking in the context of literacy.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicating, using appropriate methods, to a range of audiences on-line and in the workplace with different levels of knowledge/expertise re. literacy. Communication and collaboration with a range of fellow professionals to develop teaching and learning of literacy. Using a wide range of software to support and enhance work at this level.
Autonomy, Accountability	**SCQF 11**

and Working with Others	Exercising substantial autonomy and initiative in professional and equivalent activities, relating to the promotion of literacy. Taking responsibility for a significant range of resources. Demonstrating effective promotion of enhanced learning and teaching of Literacy within a specific professional context Practising ways which draw on critical reflection on own and others' roles and responsibilities. As subject champion/mentor, communication with and influence on colleagues in the pursuit of the above.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The module handbook will provide specific information regarding the particular learning and teaching methodologies adopted however, in general terms, the module is delivered using an "integrated" (online) delivery approach. That is to say, the various formative activities/readings build into resources which learners are able to refer back to throughout the module and which have immediate application to their respective personal and professional practice. The module introduces a number of inter-related themes, and the associated coursework consists of a number of independent and collaborative online activities and selected reading. A detailed module timeline will also be provided to enable each learner to manage their study time; accordingly, to plan and review their progress against timescales and deadlines at regular intervals throughout the module.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	80
Independent Study	120
n/a	
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Access to internet: As the module is delivered entirely online via the University's virtual learning environment, participants must have access to an appropriate internet connected device which will enable full engagement with, and the development of, work at Masters level.

Reading: The under noted reading list provides a limited number of texts for illustrative purposes only. Coursework will provide direction to a range of literature with a number of texts (and readings) currently available in 'e' (online) format from the library. Participants are advised to contact their programme leader (or the module coordinator) in advance of the module commencing to check availability of ebook formats (and/or to enquire about how to access a copy of the module resource list online).

Angelis, J., Polsinelli, K., Rougle, E. and Shogan, J. (2016). Building academic literacy: engaging all learners in every classroom. Lanham, Maryland: Rowman & Littlefield

Nugent, G., Malik, S. and Hollingsworth, S. (2012) 'A practical guide to Action research for Literacy Educators'. Available at: https://www.literacyworldwide.org/docs/default-source/resource-documents/a-practical-guide-to-action-research-for-literacy-educators.pdf

Strong, J. (2013) Talk for writing in secondary schools: how to achieve effective reading, writing and communication across the curriculum. Maidenhead: Open University Press

Waugh, D., Bushnell, A. and Neaum, S. (2015) Beyond Early Writing. Northwich: Critical Publishing

Journals: Academic journals are a valuable source of reading. Key articles will be detailed as part of module activities where applicable however participants should also source relevant material, using databases and other resources, provided by the UWS Library as a means of extending their own personal and professional knowledge and skills.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. As this module has been designed for part-time, distance learners, a high degree of student-led flexibility is built-in. That is to say, in order to be academically engaged, there is a need for you to regularly access the learning space and course-related learning resources, undertake course-related activities, and, in doing so, work towards timely completion and submission of assessments; it may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module. Whilst we understand that there may be times when conflicting priorities make participation challenging, we may reach out to check how things are going and offer support if we observe that you have not been regularly accessing the module and/or completing online activities. Further information regarding this module's 'attendance and engagement' requirements are also set out in the Module Handbook

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Career-Long Professional Learning (CPL)
Moderator	L Barrett
External Examiner	D Lukic
Accreditation Details	n/a
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A written assignment which requires the individual to reflect on the planning, delivery, and evaluation of a sequence of five (5) lessons (chosen to improve the effective teaching and learning of literacy in the classroom) (weighted 100%). The summative assessment is graded in line with the University's A-E assessment/grading scale and further, more specific, detail and guidance (including word count allowance) will be provided via the Module Assessment Handbook.
Assessment 2
n/a
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written assignment	☒	☒	☒	☒	☐	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	☐	☐	☐	☐	☐	n/a	n/a

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐	n/a	n/a
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Transfer to new template	Feb 25	L Lafferty