Module Descriptor

Title	Dyslexia		
Session	2025/26	**Status**	
Code	PGES11015	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	Lisa McAuliffe		

Summary of Module

This module aims to promote students' understanding of the nature and implications for learning and teaching of dyslexia. This is achieved through exposure to different theoretical and research perspectives, and critical engagement with a range of relevant issues. The module starts with an overview of the nature of dyslexia and proceeds with a critical examination of issues relating to identification and support. A range of approaches and practices used to support dyslexic learners are considered. Based on their developing understanding of dyslexia, students are invited to make informed judgments about the features of effective educational provision for dyslexic learners.

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	Demonstrate and work with knowledge that covers and integrates the main dimensions of dyslexia, including their features, boundaries, terminology and conventions.
L2	Demonstrate critical understanding of the principal theories, concepts and principles associated with dyslexia.
L3	Demonstrate critical understanding of current issues associated with dyslexia.
L4	Critically evaluate approaches and strategies aiming to facilitate the inclusion of dyslexic learners and consider how they can be enhanced.
L5	Present reasoned arguments and express ideas in a clear, coherent academic style drawing on academic literature relating to the themes explored during the module and relating these to their own professional experiences.

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** Knowledge that covers and integrates the field of dyslexia – including its features, boundaries, terminology and conventions, as they apply to education. Critical awareness of current developments and issues relating to dyslexia, with specific focus on education.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply a range of standard and specialised research skills, techniques, and practices to engage fruitfully with academic literature relating to dyslexia, with specific focus on education.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to ideas, arguments and research findings. Identify, conceptualise and define concepts and issues relating to dyslexia, with specific focus on education. Develop original and creative responses to concepts and issues relating to dyslexia, with specific focus on education. Critically review academic articles relating to dyslexia, with specific focus on education. Deal with complex issues and make informed judgements in the absence of complete or consistent data/information.
Communication, ICT and Numeracy Skills	**SCQF 11** ommunicate effectively using a range of advanced and specialist skills as appropriate. Communicate with a range of audiences (as appropriate) and fellow professionals.

	Use software to support and enhance work at this level and specify new software or refinements and improvements to existing software to increase effectiveness. Undertake critical evaluations of a wide range of numerical and graphical data reported in academic articles in order to draw appropriate conclusions.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise substantial autonomy and initiative in maintaining a journal that captures the module learning. Demonstrate responsibility for own work and/or significant responsibility for the work of others (as appropriate). Demonstrate leadership and contribute to change and development (as appropriate). Demonstrate critical reflection on own and others' roles and responsibilities. Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

Prerequisites	**Module Code** PGES11003 or equivalent	**Module Title** Critical Issues Across Education or equivalent
	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.	
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	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Elbeheri, G. and Siang, L. (eds) (2023) The Routledge International Handbook of Dyslexia in Education. Abingdon, Oxon: Routledge.

Elbeheri, G. and Tridas, E. Q. (2022) Assessing Dyslexia: A Teacher's Guide to Understanding and Evaluating their Pupils' Needs. London: Routledge.

Reid, G. (2020) Dyslexia and Inclusion: Classroom Approaches for Learning, Teaching and Assessment (3rd ed). Abingdon: Routledge.

Skeide, M. A. (ed) (2022) The Cambridge Handbook of Dyslexia and Dyscalculia. Cambridge: Cambridge University Press.

(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:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

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

Engagement with the coursework and assessment.

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.

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials are presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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	CPL
Moderator	Andrew Killen
External Examiner	S Jones
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Journal (4000 words or equivalent).
Assessment 2
Assessment 3
(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**
	☒	☒	☒	☒	☒	100%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	Please refer to the handbook for timetabled contact hours

Change Control

What	When	Who