Module Descriptor

Title	Literacy for Understanding		
Session	2025/26	**Status**	
Code	UGED07001	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	R Fotheringham		

Summary of Module

This module is a core element of level 7 of BA Education in year one and is designed to introduce students to concepts, skills and purposes of literacy. It discusses the inter-related nature of listening, talking, reading and writing. The module recognises the significance for personal and linguistic development of uses of language. Students will develop their understanding of (oral and written) language development. They will reflect on, and develop, their own knowledge about language. Additionally, the module includes an exploration of how literacy impacts on the cognitive process, as well as an investigation of contemporary multi-modal and moving image literacies.

The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Social Justice (1.1); Professional Commitment (1.2); Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices (2.1.1); communicate appropriately with every learner, modelling and promoting competence and confidence in literacy and numeracy and health and wellbeing (3.1.1, 3.2.3); Engage critically with literature, research and policy (3.3.1).

In relation to Learning for Sustainability, students will develop their understanding of literacy as a right and explore the value of this right to wider aspects of human development. They will also explore aspects of inclusion and social justice through consideration of literacy practices in schools in placement tasks. The outdoors is introduced as a stimulus for learning in this module and the students are supported to develop a critically reflective practice.

Through participating in this module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are knowledgeable, analytical, digitally literate, young educators who are adept at communicating and collaborating.

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

Learning Outcomes	
L1	Demonstrate knowledge of the concepts, skills, and purposes of literacy and its diverse forms.
L2	Identify stages of oral and written language development.
L3	Apply critical knowledge of literacy in their oral and written communication.
L4	
L5	

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 7** Understanding of a broad knowledge of literacy. Understanding of knowledge that is embedded in the main principles and concepts of literacy.
Practice: Applied Knowledge and Understanding	**SCQF 7** Applying knowledge, skills and understanding of features of good practice of listening, talking, reading and writing in practical contexts. Practising literacy skills.
Generic Cognitive skills	**SCQF 7** Presenting and evaluating arguments, information and ideas that are central to language acquisition.

[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

	Use a range of approaches to address defined literacy issues.
Communication, ICT and Numeracy Skills	**SCQF 7** Convey complex ideas in well-structured and coherent forms. Using a range of forms of communication effectively in both familiar and unfamiliar contexts. Select and use standard ICT applications to process and obtain a variety of information.
Autonomy, Accountability and Working with Others	**Please select SCQF Level** Exercise some initiative and independence in carrying out specific activities at a professional level in practice. Manage limited resources within defined areas of work. Take account of own and others' roles and responsibilities when carrying out tasks.

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. In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, placement-based learning, enquiry-based learning, microteaching, student presentations, concept visualisation (eg drawing and collage), walking. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, digital skills, creativity and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as aspect of literacy in microteaching and topics for reflection in assessment.	
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)
Laboratory / Practical Demonstration / Workshop	48
Asynchronous Class Activity	8
Independent Study	144
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: Browne, A. (2009) Developing Language and Literacy 3-8. London: Sage Crystal, D (2004) Making sense of grammar. London: Longman. Lankshear, C. and Knobel, M. (2008). New Literacies. Maidenhead: Open University. Patel-Stevens, L and Bean, TW (2007) Critical literacy: context, research and practice in the K-12 Whitehead, M. (2010). Language and Literacy in the Early Years. London: Sage
(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/ In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

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 will be 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. Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part. Through studying this module, student teachers commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality; and engage critically with research to challenge and inform professional practice and question and challenge educational assumptions, beliefs and values of self and system. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.
(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	BA Education
Moderator	L Barrett
External Examiner	F Hendry
Accreditation Details	General Teaching Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The three learning outcomes will be assessed through a referenced written assignment of 2500 words. As appropriate, students will receive detailed information on how feedback will be provided for the summative assignment which will include the use of individual pro-forma.
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**
Essay	☒	☒	☒	☐	☐	100	0

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%	0 hours

Change Control

What	**When**	**Who**
New template, no changes 25/26	Mar 25	L Barrett