

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Literacy across Learning			
Code: PGES11008	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	J Ellis		
Summary of Module			
<p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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.
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)	<p>SCQF Level 11</p> <p>Critical understanding of the principal theories, principles and concepts relating to the teaching and promotion of literacy.</p> <p>Critical understanding of a range of theories, principles and concepts relating to the teaching and promotion of literacy.</p> <p>Critical awareness of current issues in literacy.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Using a significant range of the principal skills, techniques, practices and/or materials which are associated with the teaching of literacy.</p> <p>Demonstrating originality or creativity in the application of knowledge, understanding and/or literacy practices in learning and teaching.</p>
Generic Cognitive skills	SCQF Level 11

	<p>Developing original and creative responses to problems and issues relating to specific professional contexts.</p> <p>Critically reviewing, consolidating and extending knowledge, skills practices and thinking in the context of literacy.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Communicating, using appropriate methods, to a range of audiences on-line and in the workplace with different levels of knowledge/expertise re. literacy.</p> <p>Communication and collaboration with a range of fellow professionals to develop teaching and learning of literacy.</p> <p>Using a wide range of software to support and enhance work at this level.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level Choose an item.</p> <p>Exercising substantial autonomy and initiative in professional and equivalent activities, relating to the promotion of literacy.</p> <p>Taking responsibility for a significant range of resources.</p> <p>Demonstrating effective promotion of enhanced learning and teaching of Literacy within a specific professional context</p> <p>Practising ways which draw on critical reflection on own and others' roles and responsibilities.</p> <p>As subject champion/mentor, communication with and influence on colleagues in the pursuit of the above.</p>	
Pre-requisites:	Before undertaking this module, the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching

The module handbook will provide specific information on 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 can build on/refer to throughout the module and which have immediate application to their respective personal and professional practice. The module consists of a number of related and inter-related themes, and the associated coursework consists of a number of independent and

collaborative online tasks and selected reading. The handbook will also include a detailed module timeline so as 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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Asynchronous Class Activity	80
Independent Study	120
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>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.</p> <p>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).</p> <p>Angelis, J., Polsinelli, K., Rogle, E. and Shogan, J. (2016). <i>Building academic literacy: engaging all learners in every classroom</i>. Lanham, Maryland: Rowman & Littlefield</p> <p>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</p> <p>Strong, J. (2013) <i>Talk for writing in secondary schools: how to achieve effective reading, writing and communication across the curriculum</i>. Maidenhead: Open University Press</p> <p>Waugh, D., Bushnell, A. and Neaum, S. (2015) <i>Beyond Early Writing</i>. Northwich: Critical Publishing</p> <p>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</p>	

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:

*Part-time, distance learning students should review the module's 'attendance and engagement' requirements as 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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Career-Long Professional Learning
Moderator	L Barrett
External Examiner	D Lukic
Accreditation Details	n/a
Changes/Version Number	Annual review/general housekeeping across sections and completion of External Examiner details.

Assessment: (also refer to Assessment Outcomes Grids below)

The module is assessed via a single piece of summative assessment (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 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).

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written Assignment	✓	✓	✓	✓	n/a	100%	0
Combined Total for All Components						100%	0 hours