

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Dyslexia			
Code: PGES11015	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	L McAuliffe		
Summary of Module			
<p>This module aims to promote students' understanding of the nature and implications of dyslexia, with specific focus on education. 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 learners with dyslexia are considered. Based on their developing understanding of dyslexia, students are invited to make informed judgments about the features of effective educational provision for learners with dyslexia.</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
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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"/>
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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	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	Present reasoned arguments and express ideas concisely in a clear, coherent style that follows closely the UWS academic writing and referencing guidance.

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 Level 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 Level 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 Level 11 Apply critical analysis, evaluation and synthesis to ideas, arguments and research findings.

	<p>Identify, conceptualise and define concepts and issues relating to dyslexia, with specific focus on education.</p> <p>Develop original and creative responses to concepts and issues relating to dyslexia, with specific focus on education.</p> <p>Critically review academic articles relating to dyslexia, with specific focus on education.</p> <p>Deal with complex issues and make informed judgements in the absence of complete or consistent data/information.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Communicate effectively using a range of advanced and specialist skills as appropriate.</p> <p>Communicate with a range of audiences (as appropriate) and fellow professionals.</p> <p>Use software to support and enhance work at this level and specify new software or refinements and improvements to existing software to increase effectiveness.</p> <p>Undertake critical evaluations of a wide range of numerical and graphical data reported in academic articles in order to draw appropriate conclusions.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Exercise substantial autonomy and initiative in maintaining a journal that captures the module learning.</p> <p>Demonstrate responsibility for own work and/or significant responsibility for the work of others (as appropriate).</p> <p>Demonstrate leadership and contribute to change and development (as appropriate).</p> <p>Demonstrate critical reflection on own and others' roles and responsibilities.</p> <p>Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PGES11003 or equivalent	Module Title: Critical Issues Across Education or equivalent
	Other:	

Co-requisites	Module Code:	Module Title:
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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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	36
Independent Study	164
	Hours Total 200
**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>Elbeheri, G. and Tridas, E. Q. (2022) <i>Assessing Dyslexia: A Teacher's Guide to Understanding and Evaluating their Pupils' Needs</i>. London: Routledge.</p> <p>Reid, G. (2020) <i>Dyslexia and Inclusion: Classroom Approaches for Learning, Teaching and Assessment</i> (3rd ed). Abingdon: Routledge.</p> <p>Skeide, M. A. (ed) (2022) <i>The Cambridge Handbook of Dyslexia and Dyscalculia</i>. Cambridge: Cambridge University Press.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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:

Engagement with the asynchronous class activities.

Submission of draft journal entry for formative feedback.

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	CPL
Moderator	A Killen
External Examiner	S Jones
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 Journal

(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.)
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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	Timetable Contact Hours
Journal	√	√	√	√	√	100%	Please refer to the module handbook.

Combined Total for All Components						100%	Please refer to the module handbook.
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Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)