University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: Literacy for Understanding			
Code: UGED07001	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	R Fotheringham		

Summary of Module

This module is a core element of level 7 of B.A. 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

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
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:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

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 knowledge of the concepts, skills, and purposes of literacy and its diverse forms.
L2	Identify stages of oral and written language development.
L3	L3. Apply critical knowledge of literacy in their oral and written communication.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 **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 Level **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 Level **7** Presenting and evaluating arguments, information and ideas that are central to language acquisition. Use a range of approaches to address defined literacy issues..
Communication, ICT and Numeracy Skills	SCQF Level **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	SCQF Level **7** 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.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: **Module Title:**
	Other:
Co-requisites	**Module Code:** **Module Title:**

*Indicates that module descriptor is not published.

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)

Laboratory/Practical Demonstration/Workshop	48
Asynchronous Class Activity	8
Independent Study	144
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

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

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

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.]()

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..

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, 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 (part-time and distant learning students should check with their programme leader for any queries). 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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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 ☐No ☒
School Assessment Board	Education
Moderator	L Barrett
External Examiner	F. Hendry
Accreditation Details	General Teaching Council for Scotland. Contact School for current details.
Changes/Version Number	2.06

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.
(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
Essay	✓	✓	✓			100	0
				Combined Total for All Components		**100%**	**0 hours**

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)