

Please read [Guidance 3xviii](#) in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	M05
2.	Title:	Dyslexia - Leadership and Intervention
3.	Credit points:	30
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Dr Julie Cozens
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
8.	(d) Other restrictions or requirements	
	9. Aims:	
	<p>Dyslexia: Leadership and Intervention aims to enable students to be prepared to undertake a leadership role in their setting related to literacy/SpLD based on an understanding of the Rose 2009 definition of dyslexia including: core features of dyslexia, dyslexia as a continuum of difficulty and co-occurring difficulties. By developing knowledge of typical and atypical development in relation to literacy acquisition, including theories of emergent literacy in preschool children and the role of language acquisition in literacy acquisition within this module students will be able to embed best practice in relation to identification of dyslexia/SpLD, effective instruction and evaluation of programmes within their own setting.</p>	
	10 Learning outcomes: (<i>Knowledge and Skills sections can be merged if appropriate</i>)	
<p>Knowledge</p> <p>On successful completion of this module students will have:</p> <ol style="list-style-type: none"> 1. In-depth knowledge of theories about language and reading acquisition and the impact of factors that may influence acquisition, models of reading and reading failure, including links to self-esteem/motivation and the role of the learning environment. 2. In-depth knowledge of dyslexia/SpLD as a type of reading difficulty and the approaches to, and management of, interventions in reading difficulties with reference to the role of instructional theory. 3. Critically analyse models and theories about reading failure. 4. Inform others (for example, professional colleagues, parents) about reading acquisition and failure, including SpLD. 5. Critically evaluate suitable interventions/approaches for failing readers. 		
11	Syllabus:	

	<ul style="list-style-type: none"> ● Language acquisition and its relationship with literacy acquisition. Typical and atypical development in relation to language acquisition/development, including overview of theories of language development. ● Emergent literacy, focusing on the preschool years, including parental role/contribution and how literacy development can be supported in the Foundation Stage (with reference to EYFS). ● Theories and models about reading acquisition and development. Neurobiological considerations. The simple view of reading and the dual role cascade route. Logographic, alphabetic and orthographic stages of reading development. The role of cognitive processes such as memory, perception, attention. ● Theories and models about reading failure and individual differences in reading/literacy acquisition, including SpLD/dyslexia. Definitions of dyslexia/SpLD and theories about aetiology (for example, neuro-developmental, genetic, phonological deficit theory). ● Instructional theory and how this informs views about reading acquisition and failure. Relate to contextual/classroom factors and the role of Wave 1 quality first teaching. ● Motivation and self-esteem in relation to reading failure. ● Screening and identification of reading difficulties. Identification of dyslexia and working effectively with parents, children and specialists. ● Use and contribution of ICT. ● Intervention in reading failure. Link to instructional theory. Specific approaches such as multi-sensory teaching, direct instruction. Whole school interventions and prevention of dyslexic type difficulties. The evidence base for interventions and prevention approaches. ● Leadership in the area of dyslexia/reading difficulties, including designing Service ● Level Agreements for contractors or job descriptions for specialist dyslexia professionals. The role of the dyslexia specialist teacher, including knowledge of qualifications linked to this role. Managing, supporting and evaluating the impact of specialist input.
12	<p>Learning and teaching strategy:</p> <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors.

	<p>These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:</p> <ul style="list-style-type: none"> • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. • Practical activities and reflection on own practice, structured through 'learning log' online entries. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> • Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. • Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics. 															
<p>13</p>	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Self-evaluation questionnaires to self-check knowledge and understanding through the module.</p> <p>All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.</p>															
	<p>(b) Summative assessment scheme</p> <table border="1" data-bbox="277 1294 1428 1659"> <tr> <td colspan="5" data-bbox="277 1294 1428 1395"> <p>Task: <i>A critical comparison of two identified learners in relation to the impact of factors influencing typical acquisition of language and literacy.</i></p> </td> </tr> <tr> <th data-bbox="277 1395 443 1532">Weighting</th> <th data-bbox="443 1395 724 1532">Specification e.g. word count / duration / no. of pages</th> <th data-bbox="724 1395 896 1532">LO mapped to</th> <th data-bbox="896 1395 1107 1532">Anonymously marked</th> <th data-bbox="1107 1395 1428 1532">Ethics approval required</th> </tr> <tr> <td data-bbox="277 1532 443 1659">33.3%</td> <td data-bbox="443 1532 724 1659">2000 words</td> <td data-bbox="724 1532 896 1659">3</td> <td data-bbox="896 1532 1107 1659"> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes </td> <td data-bbox="1107 1532 1428 1659"> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <p>Task: A power point -type presentation titled: ‘What is dyslexia? and how to create a dyslexia friendly learning environment to facilitate the differences and strengths of dyslexic learners as well as support the challenges of dyslexia’ The presentation should be aimed at professional colleagues, and the learning environment element may reflect a chosen phase or stage of education (Primary Key Stages 1 and 2, Secondary Key Stages 3 and 4 or post 16/adult).</p>	<p>Task: <i>A critical comparison of two identified learners in relation to the impact of factors influencing typical acquisition of language and literacy.</i></p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	33.3%	2000 words	3	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	33.3%	15 mins presentation equivalent to 2000 words	1, 2, 4	x No <input type="checkbox"/> Yes	x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>Task: A 2,000 word (equivalent) critique of a selected literacy intervention, using a donated pro-forma that highlights interrogation of the evidence base, programme design and instructional theory.</p>					
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	33.3%	2000 words	5	x No <input type="checkbox"/> Yes	x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an overall aggregate of grade 16; <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component x an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component 					
Seen examination		%		
Unseen examination		%		
Coursework (no examination)			100%		
14	Timetabled examination required		Yes <input type="checkbox"/> No x		
15	Length of exam	hours		
16	Learning materials		<p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Additional learning materials can be accessed via EBSCO.</p> <p>Armstrong, D, & Squires, G, (2015) 'Chapter 1 - What is Dyslexia?'. <i>In Key Perspectives on Dyslexia: An</i></p>		

		<p><i>essential text for educators</i>. London: Routledge. pp.1-172.</p> <p>Brooks, G, edited by Lavan, G. (2020) <i>What works for pupils with literacy difficulties? The effectiveness of intervention schemes</i>. 6th Edition Available at: https://www.theschoolpsychologyservice.com/what-wor-ks/</p> <p>Cain, K, (2010) Chapter 10: The Simple View of Reading. In: <i>Reading Development and Difficulties: An Introduction</i>. London: John Wiley & Sons. pp.214-222.</p> <p>Coltheart, M. (2006) Dual route and connectionist models of reading: an overview <i>London Review of Education</i> Vol. 4, No. 1, March pp. 5–17 ISSN 1474-8460</p> <p>Dyslexia-SpLD Trust, (2023) <i>Interventions for Literacy</i>. Available: http://www.thedyslexia-spldtrust.org.uk/4/resources/2/for-schools-and-local-authorities/280/interventions-for-literacy/</p> <p>Muter, V. (2021) <i>Understanding and Supporting Children with Literacy Difficulties : An Evidence-Based Guide for Practitioners</i>. London: Jessica Kingsley Publishers. Available at: https://search.ebscohost.com/login.aspx?direct=true&b=nlebk&AN=2543395&site=ehost-live (Accessed: 30 August 2023).</p> <p>Rose, J, (2009) <i>Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties</i>. Available: http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00659-2009.</p>
<p>In addition, for in-house, joint and franchised programmes only</p>		
<p>17</p>	<p>UNISTATS - assessment</p> <p>Please indicate summary of the following assessment types #:</p> <p>COURSEWORK</p> <p>EXAM</p> <p>PRACTICAL</p>	<p>.....%</p> <p>.....%</p> <p>.....%</p>
<p>18</p>	<p>UNISTATS – learning and teaching</p> <p>Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).</p> <p>Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p>	

	For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:							
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.							
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.							
19	Module run (NB These should be set up four years in advance):							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	Timetabling information:							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(b) Timetabled				YES/NO			
	(c) Student centrally allocated				YES/NO			

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional
	PgCert SEND and Inclusion: Dyslexia - Leadership and Intervention	Core

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)