

Module Narrative

1.	Module title:	Literacy Acquisition - Underpinning Theory
2.	Module code:	DAPP21-01
3	Credits:	30
4	FHEQ level:	7
5.	Start semester:	Real Group does not have a semester-based academic year. Modules have multiple start dates per year.
6.	Module leader:	Dr Catherine Marshall
7.	Accredited by:	
8.	Module restrictions:	
	Pre-requisite requirements	None
	Programme restrictions	None
	Level restrictions	None
	Other restrictions or requirements	None

9. Module aims

To critically examine the research on literacy acquisition and related difficulties, considering both its applications and limitations. To explore the nature of bias in cognition and to enable practitioners to appreciate its influence in learning environments.

10. Learning outcomes**Knowledge and Skills**

On successful completion of this module, the student will be able to:

1. Evaluate a range of current research perspectives on literacy acquisition and dyslexia.
2. Critically examine the influence of a range of factors on the acquisition of literacy skills.
3. Appraise the role that bias plays in teachers' judgements and actions.

11. Syllabus

- Recent conceptualisations of dyslexia.
- Morphological and orthographic processing - contributions to literacy.
- Research on literacy acquisition and development including social context, family context, and the individual's own views, strengths and motivations.
- Role of bias in education.
- Cognitive processing dimensions to consider when teaching and assessing.
- AI literacy and ethics for specialist teachers

12. Learning and teaching	
12a. Learning and teaching strategy	
Learning and teaching will be via distance education using Real Group's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that: • Guides the student through the module, giving guidance about the completion of 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. 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: • 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. Campus Online also supports a collaborative learning environment with: • 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.	
12b. Delivery method	
Distance Education	
12c. Learning and teaching hours¹	
The number of timetabled hours for learning and teaching activity, including on-campus and online.	0
For Higher Degree and Apprenticeship programmes, this is University-led Off the Job hours.	
The number of hours a student should complete independent study.	300

¹ Completing this is a regulatory requirement, used as part of our submission to Discover Uni (previously UniStats).

For Higher Degree and Apprenticeship programmes, this is Apprentice-led Off the Job hours.	
The number of hours on placement (including placement, work-based learning or year abroad).	
For Higher Degree and Apprenticeship programmes, this is Employer-led Off the Job hours.	0

13. Assessment**13a. Assessment scheme**

Formative: (for example, could include but not be limited to)

- Contribution to Compulsory Forum 1: Cognitive processes underlying learning
- Contribution to Compulsory Forum 2: Bias
- Essay Plan - Compulsory task including an appraisal of initial knowledge of the topic before undertaking research for the essay.

Summative:

Essay: Topics associated with literacy acquisition with reference to theories and research, including a 500 word reflection on how your understanding of literacy acquisition has developed during this module with reference to your essay plan.

Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
60	3000 words	1, 2	Yes	End-module	No

Poster/blog/presentation: An audience-focused piece (and explanatory notes if necessary) exploring the role of bias in teachers' perceptions and actions, with reference to theories and research. The piece should address how outcomes for learners can be affected by teacher bias.

Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
40	10 - 12 minutes reading time	3	Yes	End-module	No

13b. Module pass mark/progression requirement:

In order to pass the module, the student will be required to achieve:

- an overall aggregate of 50% (grade 16) with a minimum of 50% (grade 16) in each assessment component.

13c. Overview of assessment²

² This information will be used as part of our submission to Discover Uni (previously Unistats). See LQEH Section 16b for definitions of assessment methods.

COURSEWORK		100%
EXAM ³		0%
PRACTICAL		0%
If exam selected	What % of the exam is seen/unseen:	Seen.....%
		Unseen%
	Will this require separate timetabling arrangements?	Yes ☐ No ☐
	Length of exam	hours

14. Learning materials

Essential

- 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.

Recommended

- Everatt, J., & Denston, A. (2019). *Dyslexia: Theories, assessment and support*. Routledge.
- Kilpatrick, D. A., Joshi, R. M., & Wagner, R. K. (2019). *Reading Development and Difficulties*. Springer International Publishing.
- Cain, K. (2010). *Reading development and difficulties*. John Wiley & Sons.

15. Timetabling information (HENDON only)

	Required	Hours per week	Group size
Large class (two groups merged)	Yes/No		
Seminar (SEM)	Yes/No		
Laboratory (LAB)	Yes/No		
Workshop (WRK)	Yes/No		
Online session (OL)	Yes/No		
Other (please specify)	Yes/No		

16. Module run (in-house, franchised and joint only)

Academic year	Semester	Start date	End date	Max student numbers	Campus	Franchise partner

17. Programme(s) using this module (where a new module is being added to a programme outside of a validation and review event, please also submit a Programme Change Form and tracked change Programme specification):

Programme code(s)	Programme title(s)	Core/Elective
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³ Where exams are required by a PSRB for in-house, franchise and joint programmes.

600X173	PGCert Specialist Teaching for Literacy-Related Difficulties (DL)	Core
600X175	PGDip Specialist Assessment and Teaching for Literacy-Related Difficulties (DL)	Core
600X179	MEd Professional Practice in Dyslexia and Literacy (DL)	Core

18. Validated collaborative partner (if applicable):

Real Group Ltd., trading as Dyslexia Action Training