

Module Narrative

1.	Module title:	Specialist Literacy Teaching - Linking Theory to Practice
2.	Module code:	DAPP21-02
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:	Lesley Binns
7.	Accredited by:	
8.	Module restrictions:	
	Pre-requisite requirements	DAPP21-01
	Programme restrictions	None
	Level restrictions	None
	Other restrictions or requirements	• Access to appropriate learners to conduct literacy teaching interventions on. • Access to an appropriate setting to conduct literacy teaching interventions in.

9. Module aims

To develop the complex and extensive skill-set needed to be an effective specialist literacy teacher. To instil the importance of the promotion of metalinguistic awareness and learner independence in literacy learning through teaching intervention planning, lesson planning and lesson delivery. To provide an opportunity to explore own development in specialist literacy expertise.

10. Learning outcomes**Knowledge and Skills**

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

1. Plan specialist literacy support sessions tailored to meet an individual learner's requirements.
2. Deliver a structured, multisensory literacy intervention programme that effectively addresses the individual study requirements of a learner with literacy-related difficulties.
3. Critically reflect on experiences of specialist literacy practice making links with theory and research.

11. Syllabus

- A structured, multisensory teaching intervention programme which includes theoretical perspectives and practical skills.
- Selected readings on developing teaching practice.
- Placement process – developing skills in individualising teaching interventions for learners with different requirements.
- Interactive review and reflection on lesson plans and lesson delivery including self-evaluation of own practice (using video recordings).
- Development of professional skills and responsibilities.

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. For Higher Degree and Apprenticeship programmes, this is University-led Off the Job hours.	0
The number of hours a student should complete independent study. For Higher Degree and Apprenticeship programmes, this is Apprentice-led Off the Job hours.	280
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.	20

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

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

- Quizzes: comprehensive quizzes covering key module content
- Case study analyses - to practise and reflect upon the literacy placement process.
- Literacy programme placement assignment: tutor reviewed to ensure the teaching intervention outline is appropriate for each learner
- Observed Teaching Practice: digital recording of lesson delivery, lesson plan and teaching resources and students' self-evaluation of performance submitted for in-depth tutor review
- Teaching Skills Development Dialogue document (TSDD): compiled during the main (DALP-based) teaching practicum to capture student-tutor dialogue

Summative:

Teaching Skills Portfolio:**Demonstration of specialist lesson planning and practical teaching:**

Submit a plan and digital recording of a structured, multisensory lesson to demonstrate competent practice.

Critical reflection on practice:

- *Analysis of own teaching practice using a 'Performance Analysis Checklist' and a digital recording of a lesson.*
- *Critical examination of the theory-base for structured, multisensory teaching with reference to own professional experience.*
- *Additional Teaching Diary: to demonstrate application of theory and skills developed during the module.*

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

Weighting	Specification e.g. word count, duration, page numbers	LO mapped to	Anonymously marked	Submission point	Ethics approval required
100%	1) Completion of the given structured lesson plan template; 2) submission of a 60-90 minute recording of a teaching session (as appropriate); 3) reflection: 900-1100 words 4) Additional Teaching Diary	1, 2, 3	No	End-module	Yes

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

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.
- Cochrane, G. & Binns, L. (2021). *Dyslexia Action Literacy Programme (DALP) Main Manual, Version 6.1*

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.

³ Where exams are required by a PSRB for in-house, franchise and joint programmes.

Recommended

- Cochrane, G. & Binns, L. (2022). *Further and Higher Education DALP Supplement, Version 5.0*
- Ellis, S., & McCartney, E. (Eds.). (2011). *Applied linguistics and primary school teaching*. Cambridge University Press.
- Kennedy, G. (2003). *Structure and Meaning in English: A Guide for Teachers*. Routledge.

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
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

