Course Specification

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Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	ED099Z35UD	Part-time Distance Learning	1 Years
Course Title:	Developing Language and Literacy in PCE CPD		
Hierarchy of Awards:	University Statement of Credit Developing Language and Literacy in PCE		
Language of Study:	English		
Date of DAG approval:	06/Aug/2021		
Last Review:			
Course Specification valid from:	2020/1		
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	Miss Victoria Wright
Head of Department:	Miss Victoria Wright

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

To hold an honours degree (normally 2:2 or above) of a United Kingdom higher education institution or equivalent qualification in an English related subject area with vocational / professional experience considered carefully in each individual circumstance.

To have some English teaching experience in post compulsory education.

Distinctive Features of the Course:

We value and promote your individual participation and achievement through online sessions with experienced Post Compulsory lecturers. The focus of this programme is the provision of opportunities for yourselves as current English teachers in Post Compulsory Education to develop your personal and professional insights into the inclusion of English/ literacy skills development across the curriculum.

The programme considers the relationship between literacies, languages, identities and pedagogies. It looks at the ways in which these identities, those we take up and those that may be chosen for us, situate us as learners and teachers within different educational settings and the implications this may have for practice. The programme offers the opportunity to explore key socio-cultural issues relating to the acquisition and practice of language and literacy and to read your own language and literacy identities and practices, and those of others, critically and reflexively through theoretical frames.

Educational Aims of the Course:

By participating in the programme, you will develop your knowledge and skills as current English teachers in Post Compulsory Education. You will develop as reflective practitioners and take part in debates about how English as subject is perceived in post compulsory education. The programme is student-centred as it is informed by your professional education experiences and practices and those of your peer's. You will consider your own personal language and literacy autobiography and through theoretical readings and discussion gain a wider appreciation of ways of teaching language and literacy. You will work with dominant representations of English teaching and English learning and explore the ideological issues (such as social justice) that arise.

Intakes:

January

Major Source of Funding:

OTHER FUNDING

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

January (Part-time Distance Learning)

Year 1

Module	Title	Credits	Period	Type
7PC006	Developing Language and Literacy in PCE	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act (2010)

Learning Outcomes:

UG Credit Course Learning Outcome 1 (UCCLO1)

discuss theories and debates about language and literacy variety

UG Credit Course Learning Outcome 2 (UCCLO2)

reflect on language as a social, cultural and historical phenomenon

UG Credit Course Learning Outcome 3 (UCCLO3)

analyse the influence on language of a range of social factors

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UG Credit Course Learning Outcome 4 (UCCLO4)

evaluate the ways in which individuals are situated and situate themselves as more or less powerful through their individual /group literacy practices, language usages and language forms

Overview of Assessment:

Module	Title	Course Learning Outcomes
7PC006	Developing Language and Literacy in PCE	UCCLO1, UCCLO2, UCCLO3, UCCLO4

Teaching, Learning and Assessment:

At the University of Wolverhampton there are a range of teaching and learning activities to help you achieve successfully on your programme. Formative learning opportunities and assessment will support you in completing the final summative assessments. The programme is online and you will be supported in your learning through the following activities:

Active contribution and critical debate with tutors and peers.

Reflecting on your own language and literacy autobiography and those of your peers.

Reflecting upon your own and others' teaching practices and experiences

Engaging with language and literacy theory and research into specific learner contexts

Evaluating language and literacy concepts and theory in relation to practice.

Debating current developments related to English teaching in the post compulsory sector.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

University Libraries (Library Information Services) are the key source of academic information for students, providing access to a wide range of books, journals, DVDs etc. Each library offers a range of study areas to allow students to study in the environment that suit them best, including group and quiet areas with access to

PCs. In addition the Library enables access to wide range of online information sources, including eBooks, e-Journals and subject databases.The Library also provides students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: https://www.wlv.ac.uk/lib/skills-for-learning/

The University Student Support website offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

As well as support from the module tutors, we will direct to a PCE (Post Compulsory Education) Senior Lecturer with SEND (Specific Educational Needs and Disabilities) specialism as a referral point should anyone wish to discuss specific needs.

Employability in the Curriculum:

You will already have some English teaching experience in post compulsory education. This is a theorised programme that develops critical reflection by conceptualising and interrogating English as subject. Its assessments are an artefact presentation and a professional narrative, the latter sees students write in the role of both teacher of English and student of English. It provides a carefully considered opportunity for you to engage in critical debates about the teaching of English and the current policy drivers associated with English in the post compulsory sector. As such it will support you in gaining increased confidence in your role as teacher of English. You might want to look at English examiner vacancies. The programme will support peer to peer networking and is a space therefore to develop an English teaching community of practice. It will also support the development of transferable skills such as working with and in groups, presenting information, digital literacy, critical thinking skills and becoming a reflective practitioner.