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):	ED095Z35UD	Part-time Distance Learning	1 Years
Course Title:	Introduction to Literacy Studies CPD		
Hierarchy of Awards:	University Statement of Credit Introduction to Literacy Studies		
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 understanding of literacy theories and frameworks. We will cover grammatical approaches to analysing texts, We will develop your critical analysis through study of the frameworks of English. You will apply those frameworks to comment on a specific text that you have used in an English classroom. You will have the opportunity to discuss theoretical ideas and your application of those in your own teaching situations and those of your peer's. The programme is informed by your own teaching practices and experiences and provides both practical and theoretical insights and a networking opportunity that could extend beyond the programme duration.

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 consider theories and principles relating to language acquisition and learning. You will also explore theories and principles relating to literacy learning and development and how language can be described and analysed. The programme considers the processes involved in the development of speaking, listening, reading and writing skills for literacy learners. The programme is student-centred as it is informed by your professional education experiences and practices and those of your peer's. You will develop as reflective practitioners and take part in debates about how English is taught and experienced in the classroom.

Intakes:

September

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:

September (Part-time Distance Learning)

Year 1

Module	Title	Credits	Period	Type
6PC019	Introduction to Literacy Studies	20	SEM1	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)

Examine language as used by and for literacy learners to support their speaking, listening, reading and writing skills.

UG Credit Course Learning Outcome 2 (UCCLO2)

Analyse theories of language and literacy learning and development

UG Credit Course Learning Outcome 3 (UCCLO3)

Justify your application of theories of language and literacy learning and development in reference to own practice of literacy teaching.

Overview of Assessment:

Module	Title	Course Learning Outcomes
6PC019	Introduction to Literacy Studies	UCCLO1, UCCLO2, UCCLO3

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 teaching practices and those of others.

Engaging with theories of language and literacy learning and development.

Debating theories of language acquisition.

Applying frameworks of English to texts.

Debating current developments related to the development of language and literacy skills 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. The formative and summative assessments are mapped to key skills of English teachers in the sector: planning, teaching, learning and assessing. The programme is intended to provide further grounding and theoretical and practical insights into the teaching of English and can be followed by another 20 credit module (Developing Language and Literacy in Post Compulsory Education). The programme supports increased confidence as a teacher of English. It enables peer to peer networking and the building of a community of practice which could last beyond the programme duration. You might want to explore examining opportunities in English/ Literacy/ ESOL or look to take up a subject leadership role.