Module Descriptor

Title	Critical Issues Across Education		
Session	2025/26	**Status**	
Code	PGES11003	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	A Killen		

Summary of Module

This module serves as the core foundation module for the part-time MEd Education Studies (with a range of specialist study routes). It offers participants an opportunity to explore and develop a sound grounding and critical stance towards several topical issues in education when viewed considering national and international policy and practice; specifically, leadership, inclusion, mental health and education, creativity, early years and curriculum enhancement. This module will also introduce and support participants in developing key academic skills that will underpin their studies throughout their learning journey on the programme.

In this way, the module provides a foundation for other modules on the programme, regardless of how participants opt to progress through their course of study (via the range of specialist routes or by selecting from a range of modules).

The UWS Graduate Attributes that are commonly developed through the completion of this module are:

- Critical and analytical thinking
- Resilience, autonomy and motivation
- Effective communication and collaboration
- Development of professional knowledge and skills

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the concepts and theories that underpin critical issues across relevant professional settings
L2	Demonstrate a critical understanding of the impact that educational policy has across relevant professional settings
L3	Demonstrate a critical understanding of relevant literature relating to critical educational issues.
L4	Undertake a systematic analysis of relevant critical issues across educational settings and present the analysis in a clear and consistent format
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate a critical understanding the theories, concepts and principles associated with key educational issues across professional contexts. A critical understanding of a range of specialized theories, principals and concepts associated with key educational related issues across education. A critical awareness of current issues in relation to key educational issues across professional contexts.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	**SCQF 11** Apply an appropriate range of learning and teaching techniques and practices that demonstrate effective skills and knowledge in supporting a diverse range of learners across individual professional settings. Demonstrate originality or creativity in the application of knowledge, critical understanding and practices that relate to effective engagement with learning, teaching and assessment.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to issues informed by developments relating to providing quality learning. Develop original and creative responses to problems and issues. Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline related to teaching and learning
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise Communicate and collaborate with a range of peer professionals to enhance teaching and learning within individual professional settings
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial autonomy and initiative in professional and equivalent activities. Take responsibility for own work and/or significant responsibility for the work of others. Demonstrate leadership and initiative and contribute to change and development in relation to quality learning experiences. Practise ways that draw on critical reflection on own and others' roles and responsibilities within an educational setting.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The module handbook, and other detailed material made available to participants, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies. This will clarify expectations for module content and for the overall balance of learning and teaching methodologies to be used during the module. This module is structured through individual and group tasks delivered through technology enhanced learning methodologies supported by the University Virtual Learning Environment (VLE). The use of Aula enables asynchronous learning, as participants engage with their fellow learners and tutors through online learning and discussion activities. By working in this way, the tutor team seek to foster a community of professional practice, embracing a social constructivist model of online learning.

Recognising that not all the participants will be familiar with the Aula VLE, an online induction and familiarisation process is included in the teaching of this module. This is intended to help build participant competence and confidence in accessing e-books and journals, using the UWS library remotely and accessing the wide range of support services available to UWS students.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	40
Tutorial / Synchronous Support Activity	10
Asynchronous Class Activity	40
Independent Study	110
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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Davies, M. & Barnett, R. (2015) The Palgrave Handbook of Critical Thinking in Higher Education. New York, Palgrave Macmillan.

McMahon, M., Forde, C & Martin, M. (2011) Contemporary issues in Learning and Teaching. Sage Publications Ltd, London.

Wallace, M. & Wray, A. (2016) Critical Reading and Writing for Postgraduates. London: Sage

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

All full-time students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at

the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/ Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	CPL
Moderator	D McAuliffe
External Examiner	Y Wang
Accreditation Details	ACCA
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment will be based on a critically reflective essay (100% of the overall mark). Module handbooks, and other detailed material made available to students, will clarify the relationship between formative and summative assessment tasks and the specific learning outcomes for the module. This will enable students to relate feedback from formative assessment to their individual progress on the learning outcomes for the module and further

prepare for summative submission. Detailed guidance as to how students should prepare for formative and summative submissions will be provide via the VLE (Aula).
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Reflective Essay	☒	☒	☒	☒	☐	100	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Transfer to new template, no changes for 25/26	Mar 25	A Killen