Module Descriptor

Title	PGDE (P) Primary Curriculum		
Session	2025/26	**Status**	Active
Code	EDUC10027	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Education and Social Sciences**		
Module Co-ordinator	S McKechan		

Summary of Module

This module enables students to develop knowledge, understanding, skills and abilities in relation to the curriculum, pedagogy, and assessment of the primary curriculum. It enables the contextualising within specific curricular areas of some of the broader principles explored in the School Experience module.

Students are encouraged and supported to develop the professional qualities and capabilities teachers are expected to attain. Consideration is given to the development of literacy, numeracy, and health and wellbeing across learning and to all other areas of the curriculum. Students develop an awareness of connections across different curricular areas, stages and sectors. Students explain the methods and underlying theories for effective learning and teaching and learn how to plan appropriately in order to meet the needs of all learners, across different contexts and experiences, and skills for learning, life and work.

The module enables students to engage in professional dialogue with peers and university tutors and to work collaboratively, at times taking a leading role. Learning activities encourage students to adopt an enquiring approach to their professional practice and to reflect and engage in self-reflection using the Standard for Provisional Registration (GTCS, 2021). Students are supported to use what they have learned from reading and research to critically examine their personal and professional attitudes and beliefs, to challenge, justify, evaluate and inform practice.

Students become digitally literate; knowledgeable; effective communicators; potential leaders; ambitious; and influential

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 knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of primary curriculum, pedagogy and assessment and a critical understanding of the principal theories, concepts and principles.
L2	Use a wide range of the principal skills, techniques, practices and materials associated with primary education, some of which are specialised, advanced or at the forefront of classroom practice, in a variety of settings, environments and circumstances.
L3	Adopt an enquiring approach to professional practice, demonstrating some originality and creativity in planning teaching, learning and assessment.
L4	Construct and sustain reasoned and coherent arguments about primary curriculum, pedagogy and assessment.
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 10** Demonstrating knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of education. Demonstrating knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of primary curriculum, pedagogy and assessment.

[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

	Understanding critically the principles and evolving theories of curriculum design, contexts for learning and cross-curricular links. Understanding in detail the primary curriculum, current educational issues and effective approaches to teaching and learning. Understanding the ways in which teaching and learning are developed, including a range of established techniques of professional enquiry. Demonstrating knowledge of how to access and apply relevant findings from educational research
Practice: Applied Knowledge and Understanding	**SCQF 10** Designing effective, appropriate and stimulating programmes of work across all areas encompassed by Curriculum for Excellence and suitable for children at all stages of early years and primary education. Using skills, practices and materials that are specialised, advanced or at the forefront of classroom practice.
Generic Cognitive skills	**SCQF 10** Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts. Justifying a personal stance on educational issues by referring to appropriate evidence from a range of sources. Reflecting on and acting to improve the effectiveness of their own practice. Adopting an enquiring approach to professional practice, demonstrating some originality and creativity in finding solutions to professional issues. Maintaining a record of personal professional learning and development.
Communication, ICT and Numeracy Skills	**SCQF 10** Communicating effectively, using a variety of media including digital technologies, with peers and university staff. Communicating and reporting effectively, both orally and in writing. Engaging in professional dialogue with peers, university staff and school colleagues. Constructing and sustaining reasoned and coherent arguments about educational matters and professional practices.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercising autonomy and initiative in professional activities. Working with others and, at times, taking a leading role in bringing about change, development and new thinking relating to primary curriculum, pedagogy or assessment.

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.

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	15
Laboratory / Practical Demonstration / Workshop	81
n/a	0
Independent Study	208
Asynchronous Class Activity	96
Please select	
TOTAL	400

Indicative Resources

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

Curriculum for Excellence documentation, including the Building the Curriculum series, and support materials at www.educationscotland.gov.uk

Haylock, D. & Manning, R. (2019) Mathematics Explained for Primary Teachers. 6th ed. London: Sage. Haylock, D. (2019) Student Workbook Mathematics Explained for Primary Teachers. 3rd ed. London: Sage.

Medwell, J., Wray, D., Coates, E., Minns. H., & Griffiths, V. (2021) Primary English: Teaching Theory and Practice. 9th ed. London: Learning Matters.

Scottish Government. (2013) UNCRC: The Foundation of Getting it Right for Every Child. Edinburgh: Scottish Government.

Scottish Government. (2016) Getting it Right for Every Child. Edinburgh: Scottish Government.

(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 (all students on the programme) 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/

In accordance with module and programme handbooks, any student whose attendance has fallen below the 80% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTC Scotland.

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 the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). 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	Education
Moderator	S Day
External Examiner	M Beaton
Accreditation Details	General Teaching Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.2

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
One Literacy test comprising two sections, both of which must be passed, and one Numeracy test comprising two sections, both of which must be passed. This component is worth 50% of the total module mark.
Assessment 2
An assignment of 4000 words outlining students' knowledge and understanding of the relevance of Health and Wellbeing in the primary curriculum, and a reflection on their skills and abilities in this area. This component is worth 50% of the total module mark. In order for students to pass the module, both components must be passed.
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**
Test	☒	☒	☐	☐	☐	50	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Reflection	☒	☒	☒	☒	☐	50	1

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

Change Control

What	**When**	**Who**
Transfer to 2526 template change MC, EE minor working in summary & SQA headings	27/01/25	S McKechan
