Module Descriptor

Title	PGDE School and Professional Studies		
Session	2025/26	**Status**	
Code	EDUC10032	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Education and Social Sciences**		
Module Co-ordinator	L Barrett		

Summary of Module

This module will enable students to develop a thorough understanding of the Scottish education system and to engage critically with complex issues arising from recent national policy in relation to early learning, primary and secondary education. It will prepare students to take up roles as teacher leaders within their classrooms and within the wider school community. In doing so, it asks students to critically engage with key leadership concepts and educational policies that are understood to inform and shape the way that leadership happens in schools.

The module will enable students to develop a critical understanding of socially just and inclusive education. An understanding of relevant legislation and guidance such as GIRFEC will be encouraged. Educational issues arising from diversity relating to disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation will be explored. The importance of learning for sustainability and engaging learners in real world issues to enhance learning experiences and outcomes will be emphasised through the exploration of sustainable development, local and global citizenship, and enterprise and financial education. Students will explore how to develop realistic and coherent interdisciplinary contexts for learning and opportunities to take learning out of the classroom. Students will explore the teacher's role as leader of learning and in leadership for school improvement.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	☐

[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

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 teacher leadership and key educational issues and a critical understanding of the principal theories, concepts and principles.
L2	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts.
L3	Justify a personal stance on educational issues by referring to appropriate evidence from a range of sources.
L4	Adopt an enquiring approach to professional practice, demonstrating some originality and creativity in relation to teacher leadership in educational contexts.
L5	Construct and sustain reasoned and coherent arguments about teacher leadership and educational issues.

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** Understanding knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of education. Understanding critically the principles and evolving theories of teacher leadership, curriculum design, contexts for learning and cross-curricular links. Understanding current educational issues and effective approaches to leading 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. Understanding critically the requirements of the Standard for Provisional Registration.
Practice: Applied Knowledge and Understanding	**SCQF 10** Using skills, practices and materials which are specialised, advanced or at the forefront of classroom practice in a variety of settings, environments and circumstances.

	Practising in a range of professional contexts, which include a degree of unpredictability and specialism.
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 relation to teacher leadership in educational contexts.
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 education.

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. In all modules on the PGDE (Primary) and PGDE (Secondary) programmes, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, real-world tasks, research based learning and online tutor/student-led discussions. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as the topic to be discussed in the assignment.

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	16
Tutorial / Synchronous Support Activity	16
Asynchronous Class Activity	40
Independent Study	328
Please select	
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 and support materials at www.educationscotland.gov.uk

Arshad, R, Wrigley, T and Pratt, L (eds) (2020) Social justice re-examined: dilemmas and solutions for the classroom teacher (2nd ed). London: ICL Institute of Education.

Black-Hawkins, C, Florian, L and Rouse, M (2017) Achievement and inclusion in schools (2nd ed). Abingdon: Routledge.

*Bryce, T G K, Humes, W, M, Gillies, D and Kennedy, A (eds) (2018) Scottish education (5th ed). Edinburgh: Edinburgh University Press.

Christie, B and Higgins, P (2020) The educational outcomes of learning for sustainability: a brief review of literature. Edinburgh: Scottish Government. https://www.gov.scot/publications/educational-outcomes-learning-sustainability-brief-review-literature/pages/13/

Cowan, P and Maitles, H (2012) Teaching controversial issues in the classroom. London: Continuum.

Cowan, P and Maitles, H (2016) Understanding and teaching Holocaust education. London: Sage.

Davies, B (2011) Leading the strategically focused school: success and sustainability. London: Sage. [Online]

Forde, C, McMahon, M, McPhee, A and Patrick, F (2011) Professional development, reflection and enquiry. London: Sage.

Harris, A (ed) (2009) Distributed leadership: different perspectives. Dordrecht: Springer.

Hunzicker, J (2017) From teacher to teacher leader: a conceptual model, International Journal of Teacher Leadership, vol. 8(2), pp. 20-46.

Northhouse, P G (2009) Introduction to leadership: concepts and practices. London: Sage.

Northhouse, P G (2016) Leadership: theory and practice. London: Sage.

Zwozdiak-Myers, P (2012) The teacher's reflective practice handbook: becoming an extended professional through capturing evidence-informed practice. Abingdon: Routledge.

British Educational Research Journal, journal of the British Educational Research Association

Educational Management Administration & Leadership

Management in Education: The Journal of Professional Practice

School Leadership and Management

Scottish Educational Review at www.ser.stir.ac.uk

National Framework for Inclusion at www.frameworkforinclusion.org

Access to internet - as module delivery is blended, students must have access to an internet-connected computer to access the VLE.

(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.

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 GTCS.

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 Specification, 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. 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.

Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module, student teachers are encouraged to demonstrate a commitment to motivating and including all learners, understanding the influence of social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, and

commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics and intersectionality. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.
(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	PGDE
Moderator	J Ellis
External Examiner	M Beaton
Accreditation Details	GTC Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative assessment will be based on an essay of 6,000 words, worth 100% of the final mark, offering critical discussion of teacher leadership in relation to key educational issues featured in the module. Students will be expected to demonstrate understanding of underpinning theories and concepts; justify a personal stance by referring to appropriate evidence from a range of set readings and other relevant sources; and demonstrate some originality and creativity in relation to teacher leadership in educational contexts.
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**

Essay	☒	☒	☒	☒	☒	100	0

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**
new template	Mar 25	L Barrett