Module Descriptor

Title	Theory in Education Studies		
Session	2025/26	**Status**	
Code	UGED10001	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L Bell		

Summary of Module

Students are introduced to the work of key theorists in the field. This guides them towards questioning the kinds of assumptions that place undue burdens on beginning teachers (e.g., that reflecting on practice necessarily leads to enhanced performance). We distinguish between the two senses of learning: the acquisition of new knowledge and the exercising of knowledge that has already been acquired in the past. We also explore the ethical value of not knowing, as an antidote to the prevailing view in teacher education that successful teachers are only those armed with codified knowledge. The module's guiding principle is that learning proceeds through inquiry, in dialogue with others.

The module will support students towards meeting the GTCS Standard for Provisional Registration with a particular focus on informed and critical engagement with issues pertinent to the following key parts of the SPR: 1.1 Professional Values: social justice; 1.2 Personal Commitment 2. Professional Knowledge and Understanding: curriculum design and development; how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners; develop an understanding of the principal national and international influences on Scottish education; have a working knowledge of the teacher's pastoral and legal responsibilities; know how to access and apply relevant findings from educational research; know how to engage appropriately in the ethical investigation of practice. 3. Professional Skills and Abilities: identify and source appropriate literature, research and policy; engage critically with research to challenge and inform professional practice and question and challenge educational assumptions, beliefs and values of self and system; reflect and engage critically in self-evaluation and enhance learning and teaching by taking account of feedback from others.

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 principal theories, concepts and principles of educational theory within advanced education studies.
L2	Demonstrate a detailed knowledge of one or more specialisms at the forefront of educational theory within advanced education studies.
L3	Critically review and consolidate knowledge, skills, practices and thinking in educational theory within advanced education studies.
L4	Apply knowledge, skills and understanding in using a few skills, techniques, practices and materials that are specialised, advanced and at the forefront of educational theory within advanced education studies.
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** Demonstrate a critical understanding of the principal theories, concepts and principles of educational theory within advanced education studies. Demonstrate a detailed knowledge of one or more specialisms at the forefront of educational theory within advanced education studies.
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply knowledge, skills and understanding in using a few skills, techniques, practices and materials that are specialised, advanced and

[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

	at the forefront of educational theory within advanced education studies.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise and analyse complex/professional problems and issues (in the context of educational theory within advanced education studies). Demonstrate some originality and creativity in dealing with professional issues (in the context of educational theory within advanced education studies). Critically review and consolidate knowledge, skills, practices and thinking (in the context of educational theory within advanced education studies).
Communication, ICT and Numeracy Skills	**SCQF 10** Present or convey, formally or informally, information about specialised topics to informed audiences. Communicate with professional peers through tutorial presentations. Use a range of ICT applications to support and enhance work at this level.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in professional activities. Work with others to bring about change, development and/or new thinking.

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. 200	
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	18
Tutorial / Synchronous Support Activity	18
Asynchronous Class Activity	18
Independent Study	146
Please select	

Please select	
TOTAL	200

Indicative Resources

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

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

Aubrey, A., and Riley, R. (2022), Understanding and Using Educational Theories (3rd ed.). London: Sage

Aubrey, A. and Riley, R. (2020), Understanding and Using Challenging Educational Theories (2nd ed.). 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 students 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/

Given the professional nature of the programme, 100% attendance and engagement is expected. The module co-ordinator and year group leader maintain an overview of attendance and engagement. Should there be concerns, there will be liaison between module co-ordinator, year group leader, personal tutor and the student to identify steps to support engagement and success.

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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. 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 Aula 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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality

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 develop the professional skills and abilities to employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner; and build positive, rights respecting relationships for learning. 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	ESS
Moderator	C Bignell
External Examiner	L Craig
Accreditation Details	GTCS
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.05

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The summative assessment takes the form of a live, oral presentation, accompanied by a short (500-600 words) summary relating to course content.
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
Presentation	☒	☒	☒	☒	☒	100	N/A

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, no changes	Mar 25	L Bell