Module Descriptor

Title	Critical Discourse In Pedagogies And Practice		
Session	2025/26	**Status**	
Code	EDLR 11015	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Education and Social Sciences**		
Module Co-ordinator	L Walden		

Summary of Module

The practice-based dissertation module represents the final stage of a number of master's programmes in the Division of Education in the School of Education and Social Sciences, for the MEd Educational Studies. Through planning and reflecting on a critically informed lesson plan based on a relevant and approved area of study within their chosen field, learners will be required to demonstrate the complete synthesis and integration of the range of knowledge, skills, and attributes outlined in the SCQF Level 11 descriptors. The module is designed for practising teachers in early years, primary, or secondary sectors who wish to explore a pedagogical area of particular interest within their classroom practice or at a whole school level such as a cross-curricular theme. The module is equivalent to three 20-credit modules (60 credit points in total) and is assessed through a 9000-click10000 word Reflective Unit Plan that includes a reflection of how the program principles of social justice; inclusion and diversity; and innovation and technology have influenced the student's choice of pedagogy and practice, as well as a unit teaching plan designed to apply a particular pedagogy to the learner's practice. The total word count is equivalent to the dissertation (subject to discussion with the learner's designated supervisor). The module contributes to the development of the following graduate attributes:

• Critical and analytical thinking;

• Resilience, autonomy and motivation;

• Effective communication and collaboration

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	Critically understand and analyse relevant global pedagogies from early years to secondary education and beyond – including features, boundaries, terminology and conventions.
L2	Demonstrate a critical understanding, analysis, and application of a specialised educational pedagogy of relevance to the learner's practice.
L3	Demonstrate an extensive, detailed knowledge and critical understanding of the principles and features of effective teaching practice based on an identified relevant global pedagogy.
L4	Demonstrate appropriate subject knowledge and critical understanding to reflect on how to incorporate the three main principles of the programme: inclusion and diversity; innovation and technology; social justice into teaching practice
L5	Present a well-researched reflective unit plan in a clear, coherent style that follows closely the UWS academic writing and referencing guidance.

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 Develop a critical knowledge and understanding of the ability to analyse and evaluate pedagogies, ideas, and arguments in a critical and constructive manner.

[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 knowledge, skills, and understanding in developing a lesson plan through their specialised educational pedagogy and professional practice.
Generic Cognitive skills	**SCQF 11** Develop the ability to reflect critically on own thinking and practice, identify areas for further development, and integrate feedback from others to enhance one's critical discourse skills.
Communication, ICT and Numeracy Skills	**SCQF 11** Develop effective communication skills for critical discourse in pedagogies and practice. These skills include the ability to express ideas clearly and concisely, engage in active learning, able to adapt the language and style according to the audience and use language that is appropriate for the context
Autonomy, Accountability and Working with Others	**SCQF 11** The ability to work independently, take initiative, and manage time effectively for developing expertise in critical discourse in pedagogies and practice Developing expertise in critical discourse in pedagogies and practice requires the ability to work effectively with others, including colleagues, students, parents, and community members

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)
Tutorial / Synchronous Support Activity	36
Independent Study	564
Please select	
Please select	
Please select	
Please select	
TOTAL	600

Indicative Resources

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

Adams, M., & Bell, L.A. (Eds.). (2016). Teaching for Diversity and Social Justice (3rd ed.). Routledge.

Barbeau, L., & Cornejo Happel, C. (2023). Critical Teaching Behaviours: Defining, Documenting, and Discussing Good Teaching. Stylus Publishing.

Bassot, B. (2016). The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection. Routledge.

Beauchamp, G., Adams, D., Smith, K. (2023) Pedagogies for the future [electronic book] : a critical reimagining of education. Abingdon, Oxon; New York, NY: Routledge.

Boronski, T. (2022). Critical pedagogy : an exploration of contemporary themes and issues. Abingdon, Oxon ; New York, NY: Routledge.

Sobel, D. & Alston, S. (2021) The Inclusive Classroom: a new approach to differentiation. London: Bloomsbury Education.

(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:

Participating in seminars

Responding to forums on VLE

Attendance

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.]()

(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	J Chinnasamy
External Examiner	L Pereira
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Reflective Unit Plan Part 1: 3000-3500-word reflection on how the learning from T1/T2 modules influenced the student' choice of pedagogy and practice- 40% Part 2: 6000-6500-word unit plan based on an identified and focused pedagogy - 60%
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 Unit Plan	☒	☒	☒	☒	☒	100	36

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%	20 hours

Change Control

What	When	Who
Updated contact hours	17/2/25	L Walden
Assessment 1 weighting/description	17/2/25	L Walden
Updated Student Attendance and Engagement Procedure	17/2/25	L Walden