Module Descriptor

Title	Critical Discourse in Pedagogy and Practice		
Session	2026/27	**Status**	
Code	EDLR11015	**SCQF Level**	**SCQF 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 12000-word unit teaching plan with personal reflection designed to apply a particular pedagogy to the learner's practice. The assessment 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]**
	x	☐	☐	☐

[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 x London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	x	Term 2	x	Term 3	x
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 in early years, primary and secondary education – 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 unit plan and reflection 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.
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. Each of the seven on-campus sessions is designed to highlight five new pedagogies to consider for future practice. Using modelled active learning strategies, students will engage in discussions, Socratic seminars, gallery walks, art projects, Padlet exercises, and other activities to critically analyse their own teaching practice as well as consider which activities and assessments best align to a chosen pedagogy. Students will receive up to four hours personal feedback/tutoring on all drafts of the assessment in line with a 'supervisory' model.	
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	**12**
Tutorial / Synchronous Support Activity	**4**
Independent Study	**584**
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. 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:** Attending all on-campus classes Actively participating in seminars Engagement with asynchronous materials on Brightspace Submitting drafts of the unit plan for feedback

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 x Graded**
Module Eligible for Compensation	☐ **Yes x 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/V3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

12,000-14,000 word unit plan based on an identified and focused pedagogy with personal reflection (90%).
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**
Unit Plan and reflection	**x**	**x**	**x**	**x**	**x**	100%	600

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%	600 hours

Change Control

What	**When**	**Who**
Changed weighting of journal from 40 to 30%	13 Jan. 26	Dr Laurie Walden
Changed weighting of unit plan from 60 to 70%	13 Jan. 26	Dr Laurie Walden
Changed assessment from 2 to 1 at 100%	9 Feb 26	Dr Laurie Walden
Changed word count from 10,000 to 12-15,000	15 Jun 2026	Dr Laurie Walden