

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module: PGDE School and Professional Studies L11</b>			
<b>Code: EDUC11090</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 40</b>	<b>ECTS: 20 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	L Barrett		
<b>Summary of Module</b>			
<p>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.</p> <p>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 career education and enterprise. 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.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate knowledge that covers and integrates most, if not all, of the main areas, features, boundaries, terminology and conventions of teacher leadership and key educational issues and a critical understanding of a range of specialist theories, concepts and principles.
L2	Apply critical analysis, evaluation and synthesis to issues that are informed by forefront developments in educational contexts.
L3	Justify a personal stance on complex educational issues by referring to appropriate evidence from a range of sources, including policy documentation and academic research publications.
L4	Adopt an enquiring approach to professional practice and develop original and creative responses in relation to teacher leadership in educational contexts.
L5	Construct and sustain reasoned and coherent arguments about teacher leadership and complex educational issues informed by forefront developments.

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 11</b></p> <p>Demonstrating knowledge that covers and integrates most, if not all, of the main areas, features, boundaries, terminology and conventions of education.</p> <p>Understanding critically a range of specialised theories, concepts and principles of teacher leadership, curriculum design, contexts for learning and cross-curricular links.</p> <p>Demonstrating extensive, detailed and critical understanding of developments at the forefront of teacher leadership of learning.</p>

	<p>Demonstrating knowledge of how to access and apply critically relevant findings from educational research.</p> <p>Demonstrating critical understanding of the requirements of the Standard for Provisional Registration.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 11</b></p> <p>Using a range of specialised skills, techniques, practices and materials that are informed by forefront developments in classroom practice in a variety of settings, environments and circumstances.</p> <p>Practising in a wide and often unpredictable variety of professional level contexts.</p>
Generic Cognitive skills	<p><b>SCQF Level 11</b></p> <p>Applying critical analysis, evaluation and synthesis to issues that are informed by forefront developments in educational contexts.</p> <p>Justifying a personal stance on complex educational issues by referring to appropriate evidence from a range of sources, including policy documentation and academic research publications.</p> <p>Critically reviewing, consolidating and extending knowledge, skills, practises and thinking, and recording personal professional learning and development.</p> <p>Adopting an enquiring approach to professional practice and developing original and creative responses to teacher leadership in educational contexts.</p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 11</b></p> <p>Communicating effectively, using advanced and specialised skills in a wide variety of media including digital technologies, with peers and university staff.</p> <p>Communicating and reporting effectively, both orally and in writing, to a range of audiences including peers and university staff.</p> <p>Engaging in professional dialogue with peers, university staff and school colleagues.</p> <p>Constructing and sustaining reasoned and coherent arguments about complex educational matters and professional practices informed by forefront developments.</p>
Autonomy, Accountability and Working with others	<p><b>SCQF Level 11</b></p> <p>Exercising substantial autonomy and initiative in professional activities.</p> <p>Taking responsibility for own work and demonstrating initiative in making an identifiable contribution to change, development and new thinking relating to education.</p>
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:

	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 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
	400 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Curriculum for Excellence documentation and support materials at <a href="http://www.educationscotland.gov.uk">www.educationscotland.gov.uk</a></p> <p>Black-Hawkins, C, Florian, L and Rouse, M (2017) Achievement and inclusion in schools (2nd ed). Abingdon: Routledge.</p> <p>*Bryce, T G K, Humes, W, M, Gillies, D and Kennedy, A (eds) (2018) Scottish education (5th ed). Edinburgh: Edinburgh University Press.</p> <p>Christie, B and Higgins, P (2020) The educational outcomes of learning for sustainability: a brief review of literature. Edinburgh: Scottish Government. <a href="https://www.gov.scot/publications/educational-outcomes-learning-sustainability-brief-review-literature/pages/13/">https://www.gov.scot/publications/educational-outcomes-learning-sustainability-brief-review-literature/pages/13/</a></p> <p>Cowan, P and Maitles, H (2012) Teaching controversial issues in the classroom. London: Continuum.</p> <p>Cowan, P and Maitles, H (2016) Understanding and teaching Holocaust education. London: Sage.</p> <p>Davies, B (2011) Leading the strategically focused school: success and sustainability. London: Sage.</p>	

[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](http://www.ser.stir.ac.uk)

National Framework for Inclusion at [www.frameworkforinclusion.org](http://www.frameworkforinclusion.org)

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

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula 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.

### **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](#).

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.

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	PGDE
<b>Moderator</b>	J Ellis
<b>External Examiner</b>	L Stewart
<b>Accreditation Details</b>	GTC Scotland
<b>Changes/Version Number</b>	1.04

### Assessment: (also refer to Assessment Outcomes Grids below)

Throughout this module, students will participate in discussions with teaching staff and peers and will receive formative feedback in relation to their developing thinking on educational issues.

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for assessments.

Summative assessment will be based on an essay of 6,000 words, worth 100% of the final mark, discussing critically and in depth teacher leadership in relation to key educational issues at the forefront of developments in Scottish education. Students will be expected to demonstrate thorough understanding of the complexity of teacher leadership of educational issues and the underpinning theories and concepts; justify a personal stance by referring to appropriate evidence from a range of sources, including policy documentation and academic research publications; and present original and creative responses in relation to teacher leadership in educational contexts.

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay	✓	✓	✓	✓	✓	100	0

<b>Combined Total for All Components</b>	<b>100%</b>	<b>0 hours</b>
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**