Module Descriptor

Title	Citizenship And Holocaust Studies		
Session	2026/27	**Status**	
Code	EDUC11131	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	Dr. Elysha Ramage		

Summary of Module

This module has been designed to allow participants to develop a critical stance in understanding the Holocaust and Holocaust Education in relation to UK government policies, citizenship initiatives, and wider philosophical, socio-political, religious and cultural perspectives. In particular, this module places the Holocaust in its historical and religious perspective, examines it in relation to Judaism (as both a religious and cultural marker), the genocidal policy towards Jews and Roma, the mass murder policies towards other groups, such as gay, disabled and Slavonic people, and reflects on the lessons that can be drawn from the Holocaust for the world today. Specifically, the module will focus on developing participants' understanding of key issues in the discourse and effective teaching pedagogies for primary and secondary school contexts and examine hoe antisemitism can be addressed through Holocaust Education.

Participants will engage with relevant textual and audio visual resources (through the University's VLE) and have opportunities to reflect on their own practice and practice professional development, and share their own knowledge and experience of the Holocaust and Holocaust Education with each other. It will also examine how the Holocaust can be approached through cross-curricular approaches with subjects such as Citizenship Education, Social Studies, History and Religious Education. National and international research will be considered within a learning and teaching context and implications for practitioners and learners will be examined.

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 critical understanding and knowledge of the main concepts, principles and debates in Holocaust Education
L2	Demonstrate a critical understanding of relevant research relating to the Holocaust and Holocaust Education
L3	Demonstrate critical awareness of current issues in Holocaust Education and present analysis on how this contributes to Citizenship Education
L4	Demonstrate a critical and systematic analysis of themes arising from Holocaust Education and present an analysis in a reasoned argument that expresses ideas clearly and coherently drawing on materials relating to the issues explored during the module and relating these to their own professional experience.
L5	Demonstrate critical reflections of issues relating to the Holocaust and Holocaust Education within module discussions

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** Knowledge of the features and terminology associated with the Holocaust. Critical understanding of key concepts and principles relating to the Holocaust. Knowledge of historical and contemporary features of antisemitism.

[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

	Critical awareness of current issues in the area of Holocaust Education and how it contributes to Citizenship Education.
Practice: Applied Knowledge and Understanding	**SCQF 11** Use research knowledge at the forefront of development in Holocaust Education. Demonstrate originality or creativity in the application of knowledge, critical understanding and practices that relate to effective engagement with the area of Holocaust Education and its relationship with Citizenship Education.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to the areas of Citizenship and Holocaust Education. Critically review, consolidate and extend knowledge, skills and practice in teaching the Holocaust.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate, using appropriate methods, with peers in own school. school in area cluster or associated primary/secondary school on Holocaust remembrance and education.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial autonomy and initiative in professional and equivalent activities. Take responsibility for own work and/or significant responsibility for the work of others. Manage complex ethical issues and make informed judgements on issues not addressed by current professional and/or ethical codes of practice.

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. This module is delivered online and incorporates tutorials, practical tasks and asynchronous discussion through the University's virtual learning environment. Lecturers deliver the pedagogical aspects of teaching Citizenship and the Holocaust related to government policies, curriculum and current research. A range of tasks will be undertaken to probe participants' developing knowledge and critical understanding of the Holocaust and its teaching in schools. Course materials will be made available to participants through the UWS VLE and will detail specific information on particular learning and teaching methodologies. This will clarify for participants their expectations on module content and on the learning and teaching methodologies involved in this online study.

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	40
Asynchronous Class Activity	70
Independent Study	90
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Holocaust Studies: A Journal of Culture and History Cowan, P. & Maitles, H. (2017) Understanding and Teaching Holocaust Education, London:Sage Foster, S., Pearce, A. & Pettigrew, A. (eds.) (2020) Holocaust Education: Contemporary challenges and controversies Sjenmann, CC., Cowan. P. & Griffiths, J. (eds.) (2018) Holocaust Education in Primary Schools in the Twenty First Century, London: Palgrave.
(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:** 1. Completion of weekly reading and writing tasks 2. Completion of written assignment

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. 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.
(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	S Day
External Examiner	TBC
Accreditation Details	not applicable
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	6

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 –Written Assignment. Produce an academic essay based on critical reading of relevant literature focusing on a well- defined aspect or issue about the Holocaust or Holocaust Education (fully- referenced using UWS Harvard style), and elucidate lessons learned and implications of the issue for teaching and learning of Citizenship. This assignment will embed practical themes in this module and students' field experience or other direct engagement with Holocaust Education (400 words).
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**
Assignment	☒	☒	☒	☒	☒	100	200

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**
Further guidance on aggregate regulation and application when completing template	16/01/2020	H.McLean
Updated contact hours	14/09/2021	H.McLean
Updated Student Attendance and Engagement Procedure, UWS Equality, Diversity and Human Rights Code	19/10/2023	C.Winter
Guidance Note 23-24 provided, general housekeeping to text across sections.	12/12/2023	D. Taylor