**University of the West of Scotland**

**Title of Module - Critical Issue Across Education**

**Session: 2024-2025**

| Title of Module: Critical Issues Across Education | | | |
|---|---|---|---|
| **Code:** PGES11003 | **SCQF Level: 11 (Scottish Credit and Qualifications Framework)** | **Credit Points: 20** | **ECTS: 10 (European Credit Transfer Scheme)** |
| **School:** | School of Education & Social Sciences | | |
| **Module Co-ordinator:** | A Killen | | |

| Summary of Module |
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| This module serves as the core foundation module for the part-time MEd Education Studies (with a range of specialist study routes). It offers participants an opportunity to explore and develop a sound grounding and critical stance towards several topical issues in education when viewed considering national and international policy and practice; specifically, leadership, inclusion, mental health and education, creativity, early years and curriculum enhancement. This module will also introduce and support participants in developing key academic skills that will underpin their studies throughout their learning journey on the programme. |

In this way, the module provides a foundation for other modules on the programme, regardless of how participants opt to progress through their course of study (via the range of specialist routes or by selecting from a range of modules).

The UWS Graduate Attributes that are commonly developed through the completion of this module are:

- Critical and analytical thinking
- Resilience, autonomy and motivation
- Effective communication and collaboration
- Development of professional knowledge and skills

| Module Delivery Method | | | | | |
|---|---|---|---|---|---|
| **Face-To-Face** | **Blended** | **Fully Online** | **HybridC** | **Hybrid 0** | **Work-Based Learning** |
| ☐ | ☐ | ☒ | ☐ | ☐ | ☐ |
| **See Guidance Note for details.** | | | | | |

| **Campus(es) for Module Delivery** | | | | | | |
|---|---|---|---|---|---|---|
| The module will **normally** 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: |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | Add name |

| **Term(s) for Module Delivery** | | | | | |
|---|---|---|---|---|---|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |

| **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: | |
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| L1 | Demonstrate a critical understanding of the concepts and theories that underpin critical issues across relevant professional settings |
| L2 | Demonstrate a critical understanding of the impact that educational policy has across relevant professional settings |
| L3 | Demonstrate a critical understanding of relevant literature relating to critical educational issues. |
| L4 | Undertake a systematic analysis of relevant critical issues across educational settings and present the analysis in a clear and consistent format |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF Level **11** <br><br> Demonstrate a critical understanding the theories, concepts and principles associated with key educational issues across professional contexts. <br><br> A critical understanding of a range of specialized theories, principals and concepts associated with key educational related issues across education. <br><br> A critical awareness of current issues in relation to key educational issues across professional contexts. |

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| Practice: Applied Knowledge and Understanding | SCQF Level **11** <br><br> Apply an appropriate range of learning and teaching techniques and practices that demonstrate effective skills and knowledge in supporting a diverse range of learners across individual professional settings. <br><br> Demonstrate originality or creativity in the application of knowledge, critical understanding and practices that relate to effective engagement with learning, teaching and assessment. |
| Generic Cognitive skills | SCQF Level **11** <br><br> Apply critical analysis, evaluation and synthesis to issues informed by developments relating to providing quality learning. <br><br> Develop original and creative responses to problems and issues. <br><br> Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline related to teaching and learning |
| Communication, ICT and Numeracy Skills | SCQF Level **11** <br><br> Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise <br><br> Communicate and collaborate with a range of peer professionals to enhance teaching and learning within individual professional settings |
| Autonomy, Accountability and Working with others | SCQF Level **11** <br><br> Exercise substantial autonomy and initiative in professional and equivalent activities. <br><br> Take responsibility for own work and/or significant responsibility for the work of others. <br><br> Demonstrate leadership and initiative and contribute to change and development in relation to quality learning experiences. <br><br> Practise ways that draw on critical reflection on own and others' roles and responsibilities within an educational setting. |

| **Pre-requisites:** | Before undertaking this module the student should have undertaken the following: | |
|---|---|---|
| | **Module Code:** | **Module Title:** |
| | **Other:** | |
| **Co-requisites** | **Module Code:** | **Module Title:** |

*Indicates that module descriptor is not published.

**Learning and Teaching**

The module handbook, and other detailed material made available to participants, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies. This will clarify expectations for module content and for the overall balance of learning and teaching methodologies to be used during the module.

This module is structured through individual and group tasks delivered through technology enhanced learning methodologies supported by the University Virtual Learning Environment (VLE). The use of Aula enables asynchronous learning, as participants engage with their fellow learners and tutors through online learning and discussion activities. By working in this way, the tutor team seek to foster a community of professional practice, embracing a social constructivist model of online learning.

Recognising that not all the participants will be familiar with the Aula VLE, an online induction and familiarisation process is included in the teaching of this module. This is intended to help build participant competence and confidence in accessing e-books and journals, using the UWS library remotely and accessing the wide range of support services available to UWS students.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture/Core Content Delivery | 12 |
| Tutorial/Synchronous Support Activity | 24 |
| Asynchronous Class Activity | 40 |
| Independent Study | 124 |
| | 200 Hours Total |

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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

Davies, M. & Barnett, R. (2015) The Palgrave Handbook of Critical Thinking in Higher Education. New York, Palgrave Macmillan.

McMahon, M., Forde, C & Martin, M. (2011) Contemporary issues in Learning and Teaching. Sage Publications Ltd, London.

Wallace, M. & Wray, A. (2016) Critical Reading and Writing for Postgraduates. 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:

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

For the purposes of this module, academic engagement equates to the following:
All full-time students (part-time and distant learning students should check with their programme leader for any queries) 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/

**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.

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 Moodle, 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/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.
UWS Equality and Diversity Policy

(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 |
| **Assessment Results (Pass/Fail)** | Yes ☒No ☐ |
| **School Assessment Board** | Education |
| **Moderator** | Diarmuid McAuliffe |
| **External Examiner** | Y. Wang |
| **Accreditation Details** | |
| **Changes/Version Number** | |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
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| Assessment will be based on a critically reflective essay (100% of the overall mark). Module handbooks, and other detailed material made available to students, will clarify the relationship between formative and summative assessment tasks and the specific learning outcomes for the module. This will enable students to relate feedback from formative assessment to their individual progress on the learning outcomes for the module and further prepare for summative submission. Detailed guidance as to how students should prepare for formative and summative submissions will be provide via the VLE (Aula). |
| (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.<br>(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)**

| Component 1 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | x | x | x | x | | 100% | |

**Change Control:**

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