

## University of the West of Scotland

## Module Descriptor

Session: 2023/24

<b>Title of Module: Mathematics</b>			
<b>Code: UGED 08002</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	Rachel Egan		
<b>Summary of Module</b>			
<p>This module is an Education Option at level 8 of the B.A. in Education. This module seeks to provide students with knowledge, understanding and skills necessary to critically examine and further develop the main theories, concepts and principles underlying Mathematics. There will be further development of knowledge, skills and understanding, as well as critical analysis and evaluation of contemporary issues within Mathematics education. The module will engage students in investigative approaches to learning Mathematics and will further develop their own mathematical thinking.</p> <ul style="list-style-type: none"> <li>• Through studying this module, students will know how to access and apply relevant findings from educational research (2.3.2) and will work collaboratively to share their professional learning and development with colleagues (1.2).</li> <li>• In relation to learning for sustainability, students will engage in critical reflection and use enquiring/critical approaches. They will also work collaboratively to develop their participatory competence.</li> </ul> <p>Through participating in the module, students will develop UWS Graduate Attributes and will demonstrate that they are critical thinkers, effective communicators, collaborative and research minded. They will also develop as problem solvers and be provided with experiences to develop their analytical skills.</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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input 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	Apply knowledge, skills and understanding in carrying out routine lines of enquiry, development or investigation into professional level problems and issues within Mathematics.
L2	Undertake critical analysis, evaluation and/or synthesis of a limited range of theories, principles and concepts in Mathematics.
L3	Convey complex information to a range of audiences and for a range of purposes.
L4	Develop understanding of how to analyse and critique tasks to enhance mathematical thinking.
L5	Click or tap here to enter text.

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 Level <b>8</b>  Demonstrate a knowledge of the scope, defining features, and main areas of Mathematics studied in the module.
Practice: Applied Knowledge and Understanding	SCQF Level <b>8</b>  Apply knowledge, skills and understanding: in carrying out routine lines of enquiry, development or investigation into professional level problems and issues within Mathematics.

Generic Cognitive skills	SCQF Level <b>8</b>  Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings in Mathematics.	
Communication, ICT and Numeracy Skills	SCQF Level <b>8</b>  Convey, formally and informally, information on standard/mainstream topics within Mathematics to a range of audiences.	
Autonomy, Accountability and Working with others	SCQF Level <b>8</b>  Work with others to bring about development of new approaches to thinking in Mathematics.	
<b>Pre-requisites:</b>	Before undertaking this module, the student should have undertaken the following:	
	<b>Module Code:</b> EDUC07019	<b>Module Title:</b> Mathematics for Understanding
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<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	28
Independent Study	158
Tutorial/Synchronous Support Activity	14
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<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>Mason, J., Burton, L., &amp; Stacey, K. (2011). Thinking mathematically. Pearson Higher Ed.</p> <p>Mason, J. and Johnston-Wilder, S. (2006) Designing and Using Mathematical Tasks. St Albans: Tarquin Publications</p> <p>Haylock, D.&amp; Manning, R. (2019) Mathematics Explained for Primary Teachers sixth edition. London: Sage.</p> <p>Haylock, D. and Manning R. (2019) Student Workbook for Mathematics Explained for Primary Teachers.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(*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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>For the purposes of this module, academic engagement equates to the following: All fulltime 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:</p>	

<http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% 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.

### 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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>	Education
<b>Moderator</b>	Rae Fotheringham
<b>External Examiner</b>	F Hendry
<b>Accreditation Details</b>	General Teaching Council for Scotland
<b>Changes/Version Number</b>	

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

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are**

**recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 - There will be a selection of formative tasks with feedback provided to ensure that appropriate knowledge and understanding is developed in this module.

Written feedback will also be provided on a 500 word sample submitted prior to the summative assessment.

Assessment 2 - Summative assessment will be through the completion of a 2500 word written assignment.

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.)

**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>Timetable Contact Hours</b>
Formative	X		X	X		0%	2

<b>Component 2</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>Timetable Contact Hours</b>
Summative	X	X				100%	10

<b>Component 3</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>Timetable Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>12 hours</b>

**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

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