

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Controversial Issues and Citizenship			
Code: UGED08010	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:	Paula Cowan		

Summary of Module

This module will provide opportunities for students to explore global issues such as genocide, and racism, thereby developing critical debate and enquiry in global citizenship, and real world issues. Recognising that one's understanding of controversial issues is based on one's perceptions of the world, students will critically examine their own attitudes and beliefs and challenge their assumptions. Focus on controversial issues that arise for the Holocaust will enable students to reflect on the contemporary lessons that one can learn from the Holocaust and develop students' understanding of the barriers to full opportunity to exercise citizenship arising from socio-economic circumstances, prejudice and discrimination. Student recognition of the importance of human rights, the changing nature of antisemitism, and the responsibilities of citizens provide a foundation of the complexities of responsible citizenship.

The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Values (Social Justice) (1.1); Professional Commitment (1.2); Have knowledge and understanding of the importance of research and engagement in practitioner enquiry (2.1.2) and Engage critically with literature, research and policy (3.3.1). In relation to learning for sustainability, students will engage in a range of issues pertaining to global citizenship. Through participating in this placement module, students will develop UWS Graduate Attributes and will demonstrate, in particular, that they are critical thinkers, research-minded individuals with a sound awareness of current equality issues.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Demonstrate knowledge and understanding of the defining features of a controversial issue and the relevance of this to citizenship
L2	Critically analyse current debates in global citizenship.
L3	Apply knowledge of the Holocaust to their understanding of current global issues.
L4	Carry out routine lines of enquiry into two selected controversial issues.
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 8 Demonstrate and/or work with <ul style="list-style-type: none"> • An understanding of the scope, and defining features of a controversial issue and citizenship • A discerning understanding of the Holocaust and its significance to citizenship • Awareness and understanding of some major current issues such as the new expressions of antisemitism
Practice: Applied Knowledge and Understanding	SCQF Level 8 Apply knowledge, skills and understanding: <ul style="list-style-type: none"> • in using a range of professional skills, techniques, practices and materials associated with controversial issues and citizenship • in carrying out routine lines of enquiry into issues pertaining to global

	citizenship.	
Generic Cognitive skills	SCQF Level 8 Undertake critical analysis and synthesis of ideas, concepts, information and issues that are within the common understandings in controversial issues and citizenship.	
Communication, ICT and Numeracy Skills	SCQF Level 8 Convey complex information on controversial issues and selected aspects of citizenship to a range of audiences and for a range of purposes.	
Autonomy, Accountability and Working with others	SCQF Level 8 Exercise autonomy and initiative in carrying out discussion about/research on citizenship and controversial issues that arise from the Holocaust. Exercise managerial responsibility for the work of others within assigned group tasks. Manage resources required for the completion of individual and group tasks.	
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
<p>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.</p> <p>In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as</p>

<p>appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, online and inperson tutor and student-led discussions. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, and critical thinking.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Laboratory/Practical Demonstration/Workshop	8
Independent Study	168
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	

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

Cowan, P. and Maitles, H. (eds.) (2012) Teaching Controversial Issues in the Classroom, Continuum:London

Kerr, D. and Huddleston, T. (2021) Learning how to handle controversial issues in schools and other educational setting: a good practice guide, Namur: Council of Europe, ebook

Kerr, D. (2015) Teaching Controversial Issues, Council of Europe,
<https://edoc.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7738-teaching-controversial-issues.html>

Woolley, R. (2010) Tackling Controversial Issues in the Primary School: Facing Life's Challenges with Your Learners, Routledge:London.

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

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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.

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 the VLE, 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 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.

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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, 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.

Through studying this module, student teachers are encouraged to:

- a. commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality.
- b. understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010.

Through studying this module, student teachers develop knowledge and understanding of:

- a. pastoral and legal responsibilities, for example, in relation to equality, diversity, additional support needs, child protection, and wellbeing
- b. biases and their impact on people and practices and challenge these

Through studying this module, student teachers develop the professional skills and abilities to:

- a. create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views
- b. contribute to a rights-respecting culture where learners can meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school
- c. engage critically with research to challenge and inform professional practice and question and challenge educational assumptions, beliefs and values of self and system

(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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	EDUCATION
Moderator	C Holligan
External Examiner	L Craig
Accreditation Details	General Teaching Council of Scotland
Changes/Version Number	1.07

Assessment: (also refer to Assessment Outcomes Grids below)
<p>The student handbook, and other detailed material made available to students, will clarify the relationship between formative assessment tasks 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 summative assessments. For assignments, this will include the use of individual pro-forma. Students are required to achieve 30% or more in each component to pass this module. Summative assessment consists of two component: A group oral presentation and a written assignment.</p>
<p>Assessment 1 Formative assessment consists of VLE and workshop tasks.</p>

Assessment 2

A group oral presentation, outlining students' response to the debates in global citizenship focusing on genocide or racism.

This comprises 40% of the total module assessment

Assessment 3

A written assignment (2000 words) in which students analyse the extent to which human rights , rights for refugees, prejudice and antisemitism are barriers to the exercise of citizenship.

This comprises 60% of the total module assessment.

(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)

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	Timetable Contact Hours
Presentation	√	√	√			40	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Essay/Assignment	√	√	√	√	√	60	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	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)