

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: School and Professional Studies (L9)			
Code: EDUC09048	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	L Barrett		
Summary of Module			
<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 leaders of learning within their classrooms. 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 enterprise and financial education. 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>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input 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 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 of the scope and defining features of key educational issues and a critical understanding of the associated principles, concepts and terminology.
L2	Identify and analyse professional problems and issues.
L3	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts.
L4	Justify a personal stance on educational issues by drawing on a range of sources.
L5	Construct coherent arguments about educational issues and professional practices.

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)	<p>SCQF Level 9 Understanding the scope and defining features of current educational issues</p> <p>Understanding critically the principles and principal theories, concepts and terminology of leadership of learning, curriculum design, contexts for learning and cross-curricular links.</p> <p>Demonstrating knowledge of current educational issues and effective approaches to leading learning that is informed by forefront developments.</p> <p>Demonstrating knowledge of how to access and apply relevant findings from educational research.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9 Considering how to use skills, practices and materials which are specialised or advanced in a variety of settings, environments and circumstances.</p> <p>Considering how to practise in a range of professional contexts,</p>

	which include a degree of unpredictability.	
Generic Cognitive skills	<p>SCQF Level 9 Undertaking critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in educational contexts.</p> <p>Identifying and analysing professional problems and issues.</p> <p>Drawing on a range of sources in making judgements about educational issues.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Communicating effectively, using a variety of media including digital technologies, with peers and university staff.</p> <p>Communicating and reporting effectively, both orally and in writing.</p> <p>Engaging in professional dialogue with peers and university staff.</p> <p>Constructing coherent arguments about educational matters and professional practices.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Exercising autonomy and initiative in some activities at a professional level in educational contexts.</p> <p>Working under guidance with specialist practitioners.</p> <p>Developing awareness of own and others' roles and responsibilities in educational contexts.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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.

In all Education modules on the BSc STEM with Education programmes, 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 appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, real-world tasks, research-based learning, online tutor/student-led

<p>discussions, student presentations and placement-based learning. 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. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as the topic to be discussed in the group presentation and in the assignment.</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	12
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	40
Independent Study	328
	400 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<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 www.education.gov.scot</p> <p>Arshad, R, Wrigley, T and Pratt, L (eds) (2020) Social justice re-examined: dilemmas and solutions for the classroom teacher (2nd ed). London: ICL Institute of Education.</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. https://www.gov.scot/publications/educational-outcomes-learning-sustainability-brief-review-literature/pages/13/</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>Harris, A (ed) (2009) Distributed leadership: different perspectives. Dordrecht: Springer.</p> <p>Hunzicker, J (2017) From teacher to teacher leader: a conceptual model, International Journal of Teacher Leadership, vol. 8(2), pp. 20-46.</p>	

Northhouse, P G (2009) Introduction to leadership: concepts and practices. London: Sage.

Northhouse, P G (2016) Leadership: theory and practice. London: Sage.

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

National Framework for Inclusion at www.frameworkforinclusion.org

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

For the purposes of this module, academic engagement equates to the following:

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.

Given the professional nature of the programme, 100% attendance and engagement is expected. The module co-ordinator maintains an overview of attendance and engagement. Should there be concerns, there will be liaison between module co-ordinator, personal tutor and the student to identify steps to support engagement and success.

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.

Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module, student teachers are encouraged to demonstrate a commitment to motivating and including all learners, understanding the influence of social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, and commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics and intersectionality.

A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

(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	EI Wotherspoon
External Examiner	J Munro
Accreditation Details	GTC Scotland
Changes/Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)

Summative assessment will comprise two components. In both components, students will be expected to construct coherent arguments which demonstrate understanding of the scope and defining features of educational issues and the associated principles, concepts and terminology; identify and critically analyse problems in professional practice arising from the issues; justify a personal stance by drawing on set readings and other relevant sources.

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.

<p>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.</p>
<p>A presentation, worth 30% of the final mark.</p>
<p>An essay of 4,000 words, worth 70% of the final mark. Both components will require critical discussion of key educational issues featured in the module and their implications for teaching and learning. The presentation will serve a formative purpose in enabling students to receive feedback on their demonstrated understanding of a key educational issue and its implications for teaching and learning before exploring other issues and implications in the essay.</p>
<p>Assessment 3 – Free Text</p>
<p>(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.)</p>

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
Presentation	✓	✓	✓	✓	✓	30	3

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	Timetabled Contact Hours
Essay	✓	✓	✓	✓	✓	70	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	Timetabled Contact Hours
Combined Total for All Components						100%	3 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

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