



Module Descriptor

Title	School and Professional Studies L9		
Session	2025/26	Status	
Code	EDUC09048	SCQF Level	9
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Education and Social Sciences		
Module Co-ordinator	L Barrett		

Summary of Module

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.

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.

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
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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

Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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 9</p> <p>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 9</p> <p>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, which include a degree of unpredictability.</p>
Generic Cognitive skills	<p>SCQF 9</p> <p>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 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 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>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

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 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 and online tutor/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. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as the topic to be discussed in the assignment.</p>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture / Core Content Delivery	16
Tutorial / Synchronous Support Activity	16
Asynchronous Class Activity	40
Independent Study	328
n/a	
n/a	

Indicative Resources

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

Curriculum for Excellence documentation and support materials at www.educationscotland.gov.uk

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.

Black-Hawkins, C, Florian, L and Rouse, M (2017) Achievement and inclusion in schools (2nd ed). Abingdon: Routledge.

*Bryce, T G K, Humes, W, M, Gillies, D and Kennedy, A (eds) (2018) Scottish education (5th ed). Edinburgh: Edinburgh University Press.

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/>

Cowan, P and Maitles, H (2012) Teaching controversial issues in the classroom. London: Continuum.

Cowan, P and Maitles, H (2016) Understanding and teaching Holocaust education. London: Sage.

Davies, B (2011) Leading the strategically focused school: success and sustainability. London: Sage. [Online]

Forde, C, McMahan, M, McPhee, A and Patrick, F (2011) Professional development, reflection and enquiry. London: Sage.

Harris, A (ed) (2009) Distributed leadership: different perspectives. Dordrecht: Springer.

Hunzicker, J (2017) From teacher to teacher leader: a conceptual model, International Journal of Teacher Leadership, vol. 8(2), pp. 20-46.

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

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

Zwozdiak-Myers, P (2012) The teacher's reflective practice handbook: becoming an extended professional through capturing evidence-informed practice. Abingdon: Routledge.

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
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	PGDE

Moderator	E Wotherspoon
External Examiner	J Munro
Accreditation Details	GTC Scotland
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A presentation, worth 30% of the final mark.
Assessment 2
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.
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
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30	3

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	70	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	3 hours

Change Control

What	When	Who
New template, no changes 25/26	Mar 25	L Barrett