



Module Descriptor

Title	Pgde (S) Subject Studies		
Session	2025/26	Status	
Code	EDUC10029	SCQF Level	10
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Education and Social Sciences		
Module Co-ordinator	E Wotherspoon		
Summary of Module			
<p>This module will enable students to develop knowledge and understanding and skills and abilities in relation to the curriculum, pedagogy and assessment of a subject area within the secondary curriculum. It will enable the contextualising within specific curricular areas of some of the broader principles explored in the PGDE (S) School Experience module.</p> <p>Curriculum: Students will explore the principles of curriculum design, contexts for learning, and the processes of change and development in the curriculum.</p> <p>Pedagogy: Students will understand the methods and underlying theories for effective teaching and learning and learn how to plan appropriately in order to meet the needs of all learners, across different contexts and experiences.</p> <p>Assessment: Students will develop knowledge and understanding of the principles of assessment and how to use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies, record assessments appropriately, use assessment information to review progress, inform and enhance teaching and learning, identify strengths and development needs which lead to further learning opportunities, and produce clear, informed and sensitive reports.</p> <p>Professional qualities and capabilities</p> <p>The module will enable students to engage in professional dialogue with peers and university staff and to work collaboratively. Students will be expected to model appropriate levels of literacy and numeracy in learning activities; to reflect on the impact of their personal communication on others and to demonstrate appropriate levels of health and wellbeing relevant to the teaching profession.</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input 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 that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of the curriculum, pedagogy and assessment of a subject area within the secondary curriculum and a critical understanding of the principal theories, concepts and principles.
L2	Use a wide range of the principal skills, techniques, practices and materials associated with a subject area of secondary education, some of which are specialised, advanced or at the forefront of classroom practice, in a variety of settings, environments and circumstances.
L3	Adopt an enquiring approach to professional practice, demonstrating some originality and creativity in planning teaching, learning and assessment.
L4	Construct and sustain reasoned and coherent arguments about the curriculum, pedagogy and assessment of a subject area of secondary education.
L5	Exercise autonomy and initiative in planning and reporting on a defined project of action research related to teaching and learning in a subject area of secondary education.

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 10 Demonstrating knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of

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

	<p>the curriculum, pedagogy and assessment of a subject area within the secondary curriculum.</p> <p>Understanding critically the principles and evolving theories of curriculum design, contexts for learning and cross-curricular links.</p> <p>Understanding in detail a subject area within the secondary curriculum, current educational issues and effective approaches to teaching and learning.</p> <p>Understanding the ways in which teaching and learning are developed, including a range of established techniques of professional enquiry.</p> <p>Demonstrating knowledge of how to access and apply relevant findings from educational research.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 10</p> <p>Designing effective, appropriate and stimulating programmes of work, in a subject area within the secondary curriculum, which are suitable for children at different stages of secondary education.</p> <p>Using skills, practices and materials which are specialised, advanced or at the forefront of classroom practice.</p> <p>Planning and reporting on a defined project of action research related to teaching and learning in a chosen subject area of secondary education.</p>
Generic Cognitive skills	<p>SCQF 10</p> <p>Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues in educational contexts.</p> <p>Justifying a personal stance on educational issues by referring to appropriate evidence from a range of sources.</p> <p>Reflecting on and acting to improve the effectiveness of their own practice.</p> <p>Adopting an enquiring approach to professional practice, demonstrating some originality and creativity in finding solutions to professional issues.</p> <p>Maintaining a record of personal professional learning and development</p>
Communication, ICT and Numeracy Skills	<p>SCQF 10</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, university staff and school colleagues.</p> <p>Constructing and sustaining reasoned and coherent arguments about educational matters and professional practices.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 10</p> <p>Exercising autonomy and initiative in professional activities.</p> <p>Working with others and, at times, taking a leading role in bringing about change, development and new thinking relating to curriculum, pedagogy or assessment of a subject area within the secondary curriculum.</p>

Prerequisites	Module Code	Module Title
	Other	

Co-requisites	Module Code	Module Title
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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 modules on the PGDE (Secondary) 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 appropriate e.g. the outdoors and the Aula VLE. Main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, enquiry-based learning, micro teaching, student presentations, concept visualisation (e.g. drawing and collage), walking, experiments, play/games. These will vary depending on the secondary subject studied and will include other subject-specific methodologies as appropriate. 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, digital skills, creativity and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as choice of focus in the assessment for this module.

Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

Student Learning Hours

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Tutorial / Synchronous Support Activity	72
Laboratory / Practical Demonstration / Workshop	24
Work-based Learning	70
Asynchronous Class Activity	40
Independent Study	186
n/a	
TOTAL	400

Indicative Resources

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

The following materials form essential underpinning for the module content and ultimately for the learning outcomes. Those indicated with an asterix (*) are considered core texts for each subject.

All Subjects:

- *Curriculum for Excellence documentation, including the Building the Curriculum series, and support materials at www.educationscotland.gov.uk
- *National Qualifications documentation and support materials at www.sqa.gov.uk
- *Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th edn. London: Red Globe Press / Macmillan International Higher Education.

- *Bryce, T.G.K., Humes, W.M., Gillies, D. and Kennedy, A. (2018) Scottish Education. 5th ed. Edinburgh: Edinburgh University Press.
- *Black, P and Wiliam, D (1998) Inside the black box. London: nferNelson

ART and DESIGN:

- Addison, N., and Burgess, L. (Eds) (2020) Debates in Art and Design Education (2nd Edition). London: Routledge
- *Addison, N and Burgess, L (2015) Learning to teach art and design in the secondary school (3rd ed). London: Routledge.
- Beattie, D K (1997) Assessment in Art Education. Worcester, Mass: Davis Publications.
- Matthews, J (1998) The art of childhood and adolescence: the construction of meaning. London: Falmer Press.
- International Journal of Art and Design Education, the journal of the National Society for Education in Art and Design
- www.nsead.org

BIOLOGY WITH SCIENCE:

- Furtak, E M (2009) Formative assessment for secondary science teachers. Thousand Oaks, CA: Corwin Press.
- Keeley, P (2016) Science formative assessment: 75 strategies for linking assessment, instruction and learning (2nd Ed). Thousand Oaks, CA: Corwin Press.
- Kyriacou, C (2018) Essential Teaching Skills (Fifth Edition). Oxford: Oxford University Press
- Reiss, M (2011) Teaching secondary biology (2nd ed). Abingdon: Hodder Education.
- *Ross, K, Lakin, L and Callaghan, P (2010) Teaching secondary science. London: David Fulton.
- School Science Review, the journal of the Association of Science Education
- www.ase.org.uk

CHEMISTRY WITH SCIENCE:

- Furtak, E M (2009) Formative assessment for secondary science teachers. Thousand Oaks, CA: Corwin Press.
- Keeley, P (2016) Science formative assessment: 75 strategies for linking assessment, instruction and learning (2nd Ed). Thousand Oaks, CA: Corwin Press.
- Kyriacou, C (2018) Essential Teaching Skills (Fifth Edition). Oxford: Oxford University Press.
- *Ross, K, Lakin, L and Callaghan, P (2015) Teaching secondary science: constructing meaning and developing understanding (4th Ed). Abingdon: Routledge.
- Naylor S & Keogh B (2007). Active Assessment: thinking, learning and assessment in science. School Science Review, 88 (325) 73-79.
- Taber, K (2012) Teaching secondary chemistry (2nd ed). Abingdon: Hodder Education.
- School Science Review, the journal of the Association of Science Education
- www.ase.org.uk

ENGLISH:

- Brindley, S and Marshall, B (eds) (2015) MasterClass in English education: transforming teaching and learning. London: Bloomsbury.

- Clarke, S, Dickinson, P and Westbrook, J (eds) (2010) The complete guide to becoming an English teacher (2nd ed). London: Sage.
- *Davison, J and Daly, C (eds) (2020) Debates in English teaching. Abingdon: Routledge.
- *Davison, J and Daly, C (2019) Learning to teach English in the secondary school: a companion to school experience (5th ed). Abingdon: Routledge.
- Fleming, M and Stevens, D (2014) English teaching in the secondary school: linking theory and practice (4th ed). Abingdon: Routledge.
- *Stevens, D (ed) (2012) A guided reader for secondary English. Abingdon: Routledge.
- English in Education, the journal of the National Association for the Teaching of English
- Literacy, the journal of the United Kingdom Literacy Association
- www.nate.org.uk
- www.ukla.org

MATHEMATICS:

- *Chambers, P and Timlin, R (2019) Teaching mathematics in the secondary school (3rd ed). London: Sage.
- McCrea, E., 2019. Making Every Maths Lesson Count: Six principles to support great maths teaching (making Every Lesson Count Series). Crown House Publishing Ltd.
- Rock, D and Brumbaugh, D K (2013) Teaching secondary mathematics (4th ed). Abingdon: Routledge.
- Johnston-Wilder, S, Johnston-Wilder, P, Pimm, D and Lee, C (2016) Learning to teach mathematics in the secondary school (4th ed). Abingdon: Routledge.
- Journal of Mathematics Teacher Education
- National Centre for Excellence in Teaching Mathematics at www.ncetm.org.uk
- Centre for Innovation in Mathematics Teaching at www.cimt.plymouth.ac.uk

MODERN LANGUAGES:

- *Jones, J., Wiliam, D. (2018) Modern Foreign Languages Inside the Black Box. King's College. London
- *Pachler, N, Evans, M, Redondo, A and Fisher, L (eds) (2014) Learning to teach modern foreign languages in the secondary school: a companion to school experience (4th ed). Abingdon: Routledge.
- Smith, S., Conti, G. (2016) The Language Teacher Toolkit. Lightning Source UK Ltd.
- Barton, A. (2006) Getting the Buggers into Languages (2nd ed), Continuum International Publishing Group.
- Dix, P. (2020) When Adults Change Everything Changes. Independent Thinking Press.
- Scottish Association for Language Teachers (SALT) www.salt.or.uk
- Scottish Languages Review, the journal of SCILT, Scotland's National Centre for Languages
- www.scilt.org.uk

PHYSICAL EDUCATION:

- Association for Physical Education (2020) Safe Practice: in Physical Education, School Sport and Physical Activity. AfPE

- *Capel, S., Cliffe, J. & Lawrence, J. (eds) (2021) Learning to teach physical education in the secondary school (5th ed). Abingdon: Routledge.
- Capel, S., Cliffe, J. and Lawrence, J. (eds) (2020) A Practical Guide to Teaching Physical Education in the Secondary School (3rd ed). Abingdon: Routledge.
- Lawson, H.A. (ed) (2018) Redesigning Physical Education - An Equity Agenda in Which Every Child Matters (1st Ed). Abingdon: Routledge
- *Mosston, M and Ashworth, S (2008) Teaching Physical Education (6th Ed / 1st Online Ed) <https://spectrumofteachingstyles.org/index.php?id=16>
- Physical Education and Sports Pedagogy
- The journal of the Association for Physical Education
- European PE Review

PHYSICS WITH SCIENCE:

- Furtak, E M (2009) Formative assessment for secondary science teachers. Thousand Oaks, CA: Corwin Press.
- Gibbs, K (2011) The new resourceful physics teacher. Frome: School physics Publications.
- Keeley, P (2016) Science formative assessment: 75 strategies for linking assessment, instruction and learning (2nd ed). Thousand Oaks, CA: Corwin Press.
- Knight, R. D. (2002) Five Easy Lessons: Strategies for Successful Physics Teaching. Pearson.
- Kyriacou, C (2018) Essential Teaching Skills (Fifth Edition). Oxford: Oxford University Press.
- *Ross, K, Lakin, L and McKechnie, J and Baker, J (2015) Teaching secondary science: constructing meaning and developing understanding (4th ed). Abingdon: Routledge.
- Sang, D (2011) Teaching secondary physics (2nd ed). Abingdon: Hodder Education.
- Institute of Physics reports on gender balance at www.iop.org/education/teacher/support/girls_physics/reports-and-research/page_63816.html
- School Science Review, the journal of the Association of Science Education www.ase.org.uk

(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:

Students 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/>

In accordance with module and programme handbooks, any student whose attendance has fallen below the 80% 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 in each academic module or within each learning block 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 General Teaching Council for Scotland.

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](#).

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 develop knowledge and understanding of

- pedagogical and learning theories and draw on these appropriately to inform curriculum design and content where appropriate taking account of additional support needs
- curriculum content and its relevance to the education of every learner
- the need to take account of learners with additional support needs

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 checked="" type="checkbox"/> Pass / Fail <input 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	R Fotheringham
External Examiner	J Munro
Accreditation Details	General Teaching Council
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Summative assessment will be based on a written assignment of 6,000 words comprised of three parts: critical discussion of assessment theory in relation to national summative assessment in a subject area of the secondary curriculum; a report of an action research project evaluating the impact of particular teaching and learning or assessment strategies;

and reflection on development of professional knowledge and understanding and skills and abilities as a result of completing the action research project.

Students will be required to submit a written assignment proposal in preparation for undertaking research on placement.

Throughout the module, students will complete additional formative assessment tasks which will focus on preparing students for school experience and will relate to planning, and selecting appropriate teaching and learning methods and assessment strategies.

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.

Assessment 2

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
Assignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	1

Component 2

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"/>		

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%	hours

Change Control

What	When	Who
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Transferred to new template, no changes for 25/26	Nov 24	E Wotherspoon